

Diocese of Madison

English Language Arts Standards

The subject matter of reading/language arts is necessary for students to develop the abilities and skills for life-long learning, growing and celebrating their faith life, and serving others according to the Gospel message.

Although language arts is divided into six sets of standards, these divisions, in the classroom and in practical use of the language, are artificial. To use media, one must read or listen. To write, one must acquire knowledge by reading, listening, and viewing. To do research, one must read. To communicate in any form, one must know how the language works. Most performance standards expect students to achieve a level of proficiency in more than one content standard. Moreover, since all communication has content, the language arts standards are closely connected to the academic standards in other subjects.

Standard A. Reading/Literature

Students in the Madison diocese will read and respond to a wide range of writing to build an understanding of written materials, of themselves, of others, and of their Catholic heritage.

Standard B. Writing

Students in the Madison diocese will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain, while incorporating Catholic values.

Standard C. Oral Language

Students in the Madison diocese will listen to understand and will speak clearly and effectively for diverse purposes, including the sharing of God's word.

Standard D. Language

Students in the Madison diocese will apply their knowledge of the nature, grammar, and variation of American English.

Standard E. Media and Technology

Students in the Madison diocese will use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; to entertain and be entertained and to share the values and teachings of the Catholic Church.

Standard F. Research and Inquiry

Students in the Madison diocese will locate and communicate information from a variety of print and nonprint materials.

***Links:**

AR	ART	MA	MATHEMATICS
SR	COMMUNITY SERVICE	MU	MUSIC
EE	ENVIRONMENTAL EDUCATION	PE	PHYSICAL EDUCATION
FL	FOREIGN LANGUAGE	RE	RELIGION
HE	HEALTH	SC	SCIENCE
IT	INFORMATIONAL TECHNOLOGIES	SS	SOCIAL STUDIES
LA	LANGUAGE ARTS		

* Since curriculum integration occurs 'naturally' in the K-3 instructional program, not all subject area links are noted on the grade level performance lists for language arts.

Grade 4 & 8 EXIT LEVEL ENGLISH/ LANGUAGE ARTS PERFORMANCE STANDARDS

Goal A Content Standard: Reading/Literature

Students in the Diocese of Madison will read and respond to a wide range of writing to build an understanding of written materials, of themselves, of others, and of their Catholic heritage.

FOURTH GRADE EXIT LEVEL PERFORMANCE STANDARDS:

By the end of grade **Four**, students will:

- A.4.1 Use effective reading strategies to achieve their purposes in reading.
 - a. Use a variety of strategies and word recognition skills, including rereading, finding context clues, applying their knowledge of letter-sound relationships, and analyzing word structures.
 - b. Infer the meaning of unfamiliar words in the context of a passage by examining known words, phrases and structures.
 - c. Demonstrate phonemic awareness by using letter/sound relationships as aids to pronouncing and understanding unfamiliar words and text.
 - d. Comprehend reading by using strategies such as activating prior knowledge, establishing purpose, self-correcting and self-monitoring, rereading, making predictions, finding context clues, developing visual images, applying knowledge of text structures, and adjusting reading rate according to purpose and difficulty.
 - e. Read aloud with age-appropriate fluency, accuracy, and expression.
 - f. Discern how written texts and accompanying illustrations connect to convey meaning.
 - g. Identify and use organizational features of texts, such as headings, paragraphs, and format, to improve understanding.
 - h. Identify a purpose for reading, such as gaining information, learning about a viewpoint, and appreciating literature.
- A.4.2 Read, interpret, and critically analyze literature.
 - a. Recognize and recall elements and details of story structure, such as sequence of events, character, plot, and setting, in order to reflect on meaning.
 - b. Draw upon a reservoir of reading materials, including fairy tales, fables, and narratives from the United States and cultures worldwide, to understand plots, make predictions, and relate reading to prior knowledge and experience.
 - c. Summarize ideas drawn from stories, identifying cause-and-effect relationships, interpreting events and ideas, and connecting different works to each other and to real-life experiences.
 - d. Extend the literal meaning of a text by making inferences, and evaluate the significance and validity of texts in light of prior knowledge and experience.
- A.4.3 Read and discuss literary and nonliterary texts in order to understand human experience.
 - a. Demonstrate the ability to integrate general knowledge about the world and familiarity with literary and nonliterary texts when reflecting upon life's experiences.
 - b. Identify and summarize main ideas and key points from literature, informational texts, and other print and nonprint sources.
 - c. Distinguish fiction from nonfiction, realistic fiction from fantasy, biography from autobiography, and poetry from prose.
 - d. Select a variety of materials to read for discovery, appreciation, and enjoyment, summarize the readings, and connect them to prior knowledge and experience.
- A.4.4 Read to acquire information.
 - a. Summarize key details of informational texts, connecting new information to prior knowledge.
 - b. Identify a topic of interest then seek information by investigating available text resources.

EIGHTH GRADE EXIT LEVEL PERFORMANCE STANDARDS:

By the end of grade **Eight**, students will:

- A.8.1 Use effective reading strategies to achieve their purposes in reading.
 - a. Use knowledge of sentence and word structure, word origins, visual images, and context clues to understand unfamiliar words and clarify passages of text.
 - b. Use knowledge of the visual features of texts, such as headings and bold face print, and structures of texts, such as chronology and cause-and-effect, as aids to comprehension.
 - c. Establish purposeful reading and writing habits by using texts to find information, gain understanding of diverse viewpoints, make decisions, and enjoy the experience of reading.
 - d. Select, summarize, paraphrase, analyze, and evaluate, orally and in writing, passages of texts chosen for specific purposes.
- A.8.2 Read, interpret, and critically analyze literature.
 - a. Identify the defining features and structure of literary texts, such as conflict, representation of character, and point of view.
 - b. Analyze the effect of characters, plot, setting, language, topic, style, purpose, and point of view on the overall impact of literature.
 - c. Draw on a broad base of knowledge about the genres of literature, such as the structure and conventions of essays, epics, fables, myths, plays, poems, short stories, and novels, when interpreting the meaning of a literary work.
 - d. Develop criteria to evaluate literary merit and explain critical opinions about a text, either informally in conversation or formally in a well-organized speech or essay.
- A.8.3 Read and discuss literary and nonliterary texts in order to understand human experience.
 - a. Provide interpretive responses, orally and in writing, to literary and nonliterary texts representing the diversity of American cultural heritage and cultures of the world.
 - b. Identify common historical, social, and cultural themes and issues in literary works and selected passages.
 - c. Draw on a broad base of knowledge about the themes, ideas, and insights found in classical literature while reading, interpreting, and reflecting on contemporary texts.
 - d. Evaluate the themes and main ideas of a work considering its audience and purpose.
- A.8.4 Read to acquire information.
 - a. Interpret and use technical resources such as charts, tables, travel schedules, timelines, and manuals.
 - b. Compare, contrast, and evaluate the relative accuracy and usefulness of information from different sources.
 - c. Identify and explain information, main ideas, and organization found in a variety of informational passages.
 - d. Distinguish between the facts found in documents, narratives, charts, maps, tables and other sources and the generalizations and interpretations that are drawn from them.

Goal B Content Standard: Writing

Students in the Diocese of Madison will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain, while incorporating Catholic values.

FOURTH GRADE EXIT LEVEL PERFORMANCE STANDARDS:

By the end of grade **Four**, students will:

- B.4.1 Create or produce writing to communicate with different audiences for a variety of purposes.
 - a. Write nonfiction and technical pieces (summaries, messages, informational essays, basic directions, instructions, simple reports) that convey essential details and facts and provide accurate representations of events and sequences.
 - b. Write expressive pieces in response to reading, viewing, and life experiences (narratives, reflections, and letters) employing descriptive detail and a personal voice.
 - c. Write creative pieces (poetry, fiction, and plays) employing basic aesthetic principles appropriate to each genre.

- d. Write in a variety of situations (timed and untimed, at school and at home) and adapt strategies, such as revision and the use of reference materials, to the situation.
 - e. Use a variety of writing technologies, including pen and paper as well as computers.
 - f. Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation.
- B.4.2 Plan, revise, edit, and publish clear and effective writing.
- a. Produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, and content of successive drafts in order to fulfill a specific purpose for communicating with a specific audience.
 - b. Explain the extent and reasons for revision in conference with a teacher.
 - c. Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, and effective response in correct English and an appropriate voice.
- B.4.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.
- a. Understand and use parts of speech effectively, including nouns, pronouns, and adjectives.
 - b. Use adverbials effectively, including words and phrases.
 - c. Employ principles of agreement related to number, gender, and case.
 - d. Capitalize proper nouns, titles, and initial words of sentences.
 - e. Use punctuation marks and conjunctions, as appropriate, to separate sentences and connect independent clauses.
 - f. Use commas correctly to punctuate appositives and lists.
 - g. Spell frequently used words correctly.
 - h. Use word order and punctuation marks to distinguish statements, questions, exclamations, and commands.

EIGHTH GRADE EXIT LEVEL PERFORMANCE STANDARDS:

By the end of grade **Eight**, students will:

- B.8.1 Create or produce writing to communicate with different audiences for a variety of purposes.
- a. Write a coherent and complete expository piece, with sufficient detail to fulfill its purpose, sufficient evidence to support its assertions, language appropriate for its intended audience, and organization achieved through clear coordination and subordination of ideas.
 - b. Write a persuasive piece (such as a letter to a specific person or a script promoting a particular product) that includes a clear position, a discernible tone, and a coherent argument with reliable evidence.
 - c. Write a narrative based on experience that uses descriptive language and detail effectively, presents a sequence of events, and reveals a theme.
 - d. Write clear and pertinent responses to verbal or visual material that communicate, explain, and interpret the reading or viewing experience to a specific audience.
 - e. Write creative fiction that includes major and minor characters, a coherent plot, effective imagery, descriptive language, and concrete detail.
 - f. Write in a variety of situations (during an exam, in a computer lab) and adapt strategies, such as revision, technology, and the use of reference materials, to the situation.
 - g. Use a variety of writing technologies including pen and paper as well as computers.
 - h. Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation.
- B.8.2 Plan, revise, edit, and publish clear and effective writing.
- a. Produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, content, and tone of successive drafts in order to fulfill a specific purpose for communicating with a specific audience.
 - b. Identify questions and strategies for improving drafts in writing conferences with a teacher.
 - c. Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, and effective response in correct English and an appropriate voice.
- B.8.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.
- a. Understand the function of words, phrases, and clauses in a sentence and use them effectively, including coordinate and subordinate conjunctions, relative pronouns, and comparative adjectives.

- b. Use correct tenses to indicate the relative order of events.
- c. Understand and employ principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun.
- d. Punctuate compound, complex, and compound-complex sentences correctly.
- e. Employ the conventions of capitalization.
- f. Spell frequently used words correctly and use effective strategies for spelling unfamiliar words.

Goal C Content Standard: Oral Language

Students in the Diocese of Madison will listen to understand and will speak clearly and effectively for diverse purposes, including the sharing of God’s word.

FOURTH GRADE EXIT LEVEL PERFORMANCE STANDARDS:

By the end of grade **Four**, students will:

- C.4.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.
 - a. Identify and discuss criteria for effective oral presentations, including such factors as eye contact, projection, tone, volume, rate, and articulation.
 - b. Read aloud effectively from previously-read material.
 - c. Speaking from notes or a brief outline, communicate precise information and accurate instructions in clearly organized and sequenced detail.
 - d. Present autobiographical or fictional stories that recount events to large and small audiences.
 - e. Participate in group readings, such as choral, echo, and shadow reading.
 - f. Perform dramatic readings and presentations.
 - g. Distinguish between fact and opinion and provide evidence to support opinions.
- C.4.2 Listen to and comprehend oral communications.
 - a. Follow basic directions.
 - b. Identify and summarize key points of a story or discussion.
 - c. Retell stories and reports of events in proper sequence.
 - d. Follow sequence in plot and character development, predict outcomes, and draw conclusions.
 - e. Recall the content of stories after hearing them, relate the content to prior knowledge, and answer various types of factual and interpretive questions about the stories.
 - f. Distinguish fact from fantasy and fact from opinion.
 - g. Understand increasingly complex sentence structures.
 - h. Understand a variety of word structures and forms, such as affixes, roots, homonyms, antonyms, synonyms, and word analogies.
- C.4.3 Participate effectively in discussion.
 - a. Volunteer relevant information, ask relevant questions, and answer questions directly.
 - b. Use appropriate eye contact and other nonverbal cues.
 - c. Use appropriate strategies to keep a discussion going.
 - d. Reflect on the ideas and opinions of others and respond thoughtfully.
 - e. Ask for clarification and explanation of unfamiliar words and ideas.
 - f. Summarize information conveyed through discussion.

EIGHTH GRADE EXIT LEVEL PERFORMANCE STANDARDS:

By the end of grade **Eight**, students will:

- C.8.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.
 - a. Share brief impromptu remarks about topics of interest to oneself and others.
 - b. Speaking from notes or an outline, relate an experience in descriptive detail, with a sense of timing and decorum appropriate to the occasion.
 - c. Perform expressive oral readings of prose, poetry, and drama.
 - d. Prepare and conduct interviews.

- e. Present a coherent, comprehensive report on differing viewpoints on an issue, evaluating the content of the material presented, and organizing the presentation in a manner appropriate to the audience.
 - f. Differentiate between formal and informal contexts and employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose.
 - g. Observe the appropriate etiquette when expressing thanks and receiving praise.
- C.8.2 Listen to and comprehend oral communications.
- a. Summarize and explain the information conveyed in an oral communication, accounting for the key ideas, structure, and relationship of parts to the whole.
 - b. Distinguish among purposes for listening, such as gaining information or being entertained, and take notes as appropriate.
 - c. Recall significant details and sequence accurately.
 - d. Follow a speaker's argument and represent it in notes.
 - e. Evaluate the reliability of information in a communication, using criteria based on prior knowledge of the speaker, the topic, and the context and on analysis of logic, evidence, propaganda devices, and language.
- C.8.3 Participate effectively in discussion.
- a. Participate in discussion by listening attentively, demonstrating respect for the opinions of others, and responding responsibly and courteously to the remarks of others.
 - b. Explain and advance opinions by citing evidence and referring to sources.
 - c. Evaluate the stated ideas and opinions of others, seeking clarification through questions.
 - d. Invite ideas and opinions of others into the discussion, responding clearly and tactfully to questions and comments.
 - e. Accept and use helpful criticism.
 - f. Establish and maintain an open mind when listening to others' ideas and opinions.
 - g. Summarize the main points of a discussion, orally and in writing, specifying areas of agreement and disagreement and paraphrasing contributions.
 - h. Display and maintain facial expressions, body language, and other response cues that indicate respect for the speaker and attention to the discussion.
 - i. Attend to the content of discussion rather than the speaker.
 - j. Participate in discussion without dominating.
 - k. Distinguish between supported and unsupported statements.

Goal D Content Standard: Language

Students in the Diocese of Madison will apply their knowledge of the nature, grammar, and variation of American English.

FOURTH GRADE EXIT LEVEL PERFORMANCE STANDARDS:

By the end of grade **Four**, students will:

- D.4.1 Develop their vocabulary of words, phrases, and idioms as a means of improving communication.
 - a. Consult dictionaries, thesauruses, and other resources to find and compare definitions, choose among synonyms, and spell words correctly.
 - b. Use their knowledge of roots, prefixes, and suffixes to interpret and convey the meaning of words.
 - c. Identify common figures of speech and use them appropriately.
- D.4.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.
 - a. Identify various styles and purposes of oral and written language and learn to communicate effectively in commonly occurring situations.
 - b. Describe and give examples of variations in American English that appear in different social, cultural, regional, and professional environments.

EIGHTH GRADE EXIT LEVEL PERFORMANCE STANDARDS:

By the end of grade **Eight**, students will:

- D.8.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.
 - a. Consult dictionaries, thesauruses, handbooks, and grammar texts when choosing words, phrases, and expressions for use in oral and written presentations.
 - b. Explain how writers and speakers choose words and use figurative language such as similes, metaphors, personification, hyperbole, and allusion to achieve specific effects.
 - c. Choose words purposefully and evaluate the use of words in communications designed to inform, explain, and persuade.
- D.8.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.
 - a. Describe how American English is used in various public and private contexts, such as school, home, and work.
 - b. Make appropriate choices when speaking and writing, such as formal or informal language, considering the purpose and context of the communication.
 - c. Evaluate how audience and context affect the selection and use of words and phrases, including technical terms, slang, and jargon.

Goal E Content Standard: Media and Technology

Students in the Diocese of Madison will use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; to entertain and be entertained and to share the values and teachings of the Catholic Church.

FOURTH GRADE EXIT LEVEL PERFORMANCE STANDARDS:

By the end of grade **Four**, students will:

- E.4.1 Use computers to acquire, organize, analyze, and communicate information.
 - a. Operate common computer hardware and software.
 - b. Use basic word-processing, graphics, and drawing programs.
 - c. Create, store, and retrieve electronic files.
 - d. Access information using electronic reference resources, such as library catalog, encyclopedias, almanacs, and indexes.
 - e. Generate, send, and retrieve electronic messages.
- E.4.2 Make informed judgments about media and products.
 - a. Identify the intent or appeal behind products and messages promoted via media.
 - b. Recognize basic propaganda techniques.
 - c. Identify images and symbols central to particular messages.
- E.4.3 Create products appropriate to audience and purpose.
 - a. Write news articles appropriate for familiar media.
 - b. Create simple advertising messages and graphics appropriate for familiar media.
 - c. Prepare, perform, and tape simple radio and television scripts.
 - d. Prepare and perform school announcements and program scripts.
- E.4.4 Demonstrate a working knowledge of media production and distribution.
 - a. Make distinctions between messages presented on radio, television, and in print.
 - b. Recognize how messages are adjusted for different audiences.
 - c. Identify sales approaches and techniques aimed at children.
- E.4.5 Analyze and edit media work as appropriate to audience and purpose.
 - a. Generate and edit media work as appropriate to audience and purpose, sequencing the presentation effectively and adding or deleting information as necessary to achieve desired effects.
 - b. Provide feedback to (and receive it from) peers about the content, organization, and overall effect of media work.

EIGHTH GRADE EXIT LEVEL PERFORMANCE STANDARDS:

By the end of grade **Eight**, students will:

- E.8.1 Use computers to acquire, organize, analyze, and communicate information.
 - a. Demonstrate efficient word-processing skills.
 - b. Construct and use simple databases.
 - c. Use manuals and on-screen help in connection with computer applications.
 - d. Perform basic computer operations on various platforms.
 - e. Collect information from various on-line sources, such as web pages, news groups, and listservs.
- E.8.2 Make informed judgments about media and products.
 - a. Recognize common structural features found in print and broadcast advertising.
 - b. Identify and explain the use of stereotypes and biases evident in various media.
 - c. Compare the effect of particular symbols and images seen in various media.
 - d. Develop criteria for selecting or avoiding specific broadcast programs and periodicals.
- E.8.3 Create media products appropriate to audience and purpose.
 - a. Write informational articles that target audiences of a variety of publications.
 - b. Use desktop publishing to produce products such as brochures and newsletters designed for particular organizations and audiences.
 - c. Create video and audiotapes designed for particular audiences.
- E.8.4 Demonstrate a working knowledge of media production and distribution.
 - a. Plan a promotion or campaign that involves broadcast and print media production and distribution.
 - b. Analyze how messages may be affected by financial factors such as sponsorship.
 - c. Identify advertising strategies and techniques aimed at teenagers.
- E.8.5 Analyze and edit media work as appropriate to audience and purpose.
 - a. Revise media productions by adding, deleting, and adjusting the sequence and arrangement of information, images, or other content as necessary to improve focus, clarity, or effect.
 - b. Develop criteria for comprehensive feedback on the quality of media work and use it during production.

Goal F Content Standard: Research and Inquiry

Students in the Diocese of Madison will locate and communicate information from a variety of print and nonprint materials.

FOURTH GRADE EXIT LEVEL PERFORMANCE STANDARDS:

By the end of grade **Four**, students will:

- F.4.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.
 - a. Propose research by formulating initial questions, narrowing the focus of a topic, identifying prior knowledge, and developing a basic plan for gathering information.
 - b. Conduct research by identifying, locating, exploring, and effectively using multiple sources of information appropriate to the inquiry, including print, nonprint, and electronic sources.
 - c. Recognize, record, organize, and acknowledge information pertinent to a project, accurately blending discoveries into answers.
 - d. Present the results of inquiry, reporting and commenting on the substance and process of learning, orally and in writing, using appropriate visual aids.

EIGHTH GRADE EXIT LEVEL PERFORMANCE STANDARDS:

By the end of grade **Eight**, students will:

- F.8.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.
- a. Formulate research questions and focus investigation on relevant and accessible sources of information.
 - b. Use multiple sources to identify and locate information pertinent to research including encyclopedias, almanacs, dictionaries, library catalogs, indexes to periodicals, and various electronic search engines.
 - c. Conduct interviews, field studies, and experiments and use specialized resources (such as almanacs, fact books, pamphlets, and technical manuals) when appropriate to an investigation.
 - d. Compile, organize, and evaluate information, taking notes that record and summarize what has been learned and extending the investigation to other sources.
 - e. Review and evaluate the usefulness of information gathered in an investigation.
 - f. Produce an organized written and oral report that presents and reflects on findings, draws sound conclusions, adheres to the conventions for preparing a manuscript, and gives proper credit to sources.

Grade Level Performance Standards: Kindergarten

Within our kindergarten reading/language arts curriculum, students will:

GOAL A - READING/ LITERATURE

Read and respond to a wide range of writing to build an understanding of written materials, of themselves, of others, and of their Catholic heritage.

- A.K.1. Use effective reading strategies to achieve their purposes in reading.
 - a. Hear, say, and manipulate sounds including rhyming and blending.
 - b. Identify consonants and their common sounds.
 - c. Name all upper and lower case letters.
 - d. Recognize the difference between a letter and a word.
 - e. Demonstrate a beginning level of phonemic awareness.
 - 1) Hear rhymes.
 - 2) Blend sounds to make spoken words.
 - 3) Count sounds in spoken words.
 - 4) Identify beginning, middle, and final sounds in spoken words.
 - f. Demonstrate awareness of common signs, symbols and end marks such as periods and question marks.
 - g. Interpret simple graphs. SS, SC, MA
 - h. Recognize how written texts and accompanying illustrations connect to convey meaning.
- A.K.2. Read, interpret, and critically analyze literature.
 - a. Recall details of a story including who, what, where, when and why.
 - b. Differentiate between make-believe and real life.
 - c. Predict what happens next in a story.
 - d. Relate their prior knowledge and experiences to a variety of readings such as fairy tales and stories.
 - e. Describe what a book is and how it works, including recognizing book parts such as cover, title page, front, back and how to turn a page.
 - f. Show how print runs from left to right and from the top to the bottom of a page.

GOAL B - WRITING

Write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain, while incorporating Catholic values.

- B.K.1. Create or produce writing to communicate with different audiences for a variety of purposes.
RE, SS, SC, MA, IT
 - a. Demonstrate correct posture and pencil grasp.
 - b. Copy upper and lower case letters using correct letter formation, including numbers 1-20. MA
 - c. Print first name with upper and lower case letters.
 - d. Print simple words.
- B.K.2. Plan, revise, edit, and publish clear and effective writing.
 - a. Mimic writing.
 - b. Dictate sentences.
 - c. Illustrate sentences.

GOAL C - ORAL LANGUAGE

Listen to understand and will speak clearly and effectively for diverse purposes, including the sharing of God's word.

- C.K.1. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.
 - a. Participate in group readings.
 - b. State name and phone number.

- c. Describe a picture.
- d. Relate experiences using complete sentences.
- e. Develop speaking skills, rate of speech, volume, and projection.
- C.K.2. Listen to and comprehend oral communications.
 - a. Apply the rules of good listening as part of an audience including listening without interruptions (wait turn to speak).
 - b. Follow two-step directions.
 - c. Recall the content of stories and relate the content to prior knowledge.
- C.K.3. Participate effectively in discussion.
 - a. Volunteer relevant information, ask relevant questions, and answer questions directly.
 - b. Use appropriate eye contact and other nonverbal cues.
 - c. Respond politely to others.

GOAL D - LANGUAGE

Apply their knowledge of the nature, grammar, and variations of American English.

- D.K.1. Develop their vocabulary of words, phrases, and idioms as a means of improving communication.
 - a. Explore vocabulary based on theme, letter, or unit of study.

GOAL E - MEDIA AND TECHNOLOGY

Use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; to entertain and be entertained and to share the values and teachings of the Catholic Church.

- E.K.1. Use computers to acquire, organize, analyze, and communicate information. IT
 - a. Use appropriate mouse skills (correct hand-eye coordination: point, click and drag).
 - b. Use a mouse to access and launch a software program.
 - c. Exit a software program.
 - d. Print work, following teacher directions.
- E.K.2. Use age appropriate software. (IT)
 - b. Produce an image on screen by touching a key.
 - c. Draw with the mouse.
- E.K.3. Read, write, speak, and listen for many purposes.
 - a. Watch, listen to, and enjoy media.
 - b. Use mass media (magazines, newspapers, radio, television, CD-ROM).
- E.K.4. Know about the media center.
 - a. Tell the purpose of the media center.
 - b. Locate the media center and the closest public library.
 - c. Identify the people who work in the media center and how they will help you.
 - d. Find easy-reading books.
 - e. Find audio books.
- E.K.5. Check out and return materials.
 - a. Show how and where to check out materials.
 - b. Show how and where to return materials.
- E.K.6. Show respect for people and materials in the media center and in the public library. RE
 - a. Speak quietly in the media center.
 - b. Treat the materials with care.
 - c. Behave correctly for different activities in the media center.
 - d. Return materials on time and in the proper place.
- E.K.8. Know how to use an audiocassette recorder. IT
 - a. Load, turn on, rewind, turn off, and unload an audiocassette player.

GOAL F - RESEARCH AND INQUIRY

Locate, use, and communicate information from a variety of print and non-print materials.

- F.K.1. Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.
- a. Gather information through the five senses.
 - b. Identify likenesses and differences.
 - c. Develop a habit of using the library.
 - d. Complete work on time.

Note – *Numeric order for the K-8 grade level goals listed in this document aligns with the WI State Academic Standards. Not all grades include each standard sub-category (as indicated by gaps in the numbering system). However, all K-4 goals and 5-8 goals are appropriately addressed by the end of fourth and eighth grades.*

These grade level performance standards are listed developmentally. However, each school is uniquely organized. Therefore, a specific grade level standard may not be addressed at the grade indicated, but will be addressed within a 4 year time span (K-4, 5-8).

Much of what we expect students to be able to do at the end of their formal education is introduced as early as kindergarten. Students listen, read, speak, write, use language, and enjoy literature at all levels and grades. The difficulty of the materials, the complexity of what students do with them, and the sophistication of their skills change as they grow older. For economy of space, knowledge and skills introduced as standards at the lower levels are not repeated as standards at the upper levels. In practice, teachers build on what students have already achieved at one level to help them meet higher standards at the next level.

Grade Level Performance Standards: Grade One

Within our first grade reading/language arts curriculum, students will:

GOAL A - READING/ LITERATURE

Read and respond to a wide range of writing to build an understanding of written materials, of themselves, of others, and of their Catholic heritage.

- A.1.1. Use effective reading strategies to achieve their purposes in reading.
 - a. Identify consonant letter-sound relationships.
 - b. Uses sound and letter relationships, initial and final consonants, consonant blends, and consonant digraphs, and long and short vowels.
 - c. Use word families to write new words.
 - d. Attend to the separate words of a sentence.
 - e. Infer the meaning of unfamiliar words using context clues. SS, SC, RE
 - e. Demonstrate an advanced level of phonemic awareness.
 - 1) Substitute one sound for another.
 - 2) Delete sounds from words.
 - 3) Segment words into sounds.
 - g. Comprehend text by using prior knowledge, self-correcting and self-monitoring, rereading, making predictions, and finding context clues. SS, SC, RE
 - h. Read aloud with age-appropriate fluency, accuracy, and expression. SS, SC
 - i. Discern how written texts and illustrations connect to convey meaning. SS, SC, RE, MA
 - j. Identify parts of a textbook including table of contents and glossary. SS, SC, RE, MA
 - k. Identify and use appropriate test-taking skills (multiple choice, yes/no, short answer). SS, SC, RE, MA
- A.1.2. Read, interpret, and critically analyze literature.
 - a. Recognize and recall elements and details of story structure, including the use of story mapping, sequence of events, character, plot, and setting; in order to reflect on meaning.
 - b. Retell a story in his/her own words.
 - c. Recognize predictable story patterns.
 - d. Use pictures to predict what a story is about.
 - e. From a variety of reading materials such as fairy tales, fables, and narratives understand plots, make predictions, and relate to prior knowledge and experience.
 - f. Identify cause-and-effect relationships and connect different works to real-life experiences.
- A.1.3. Read and discuss literary and nonliterary texts in order to understand human experience.
 - a. Identify main ideas from literature, informational texts, and other print and nonprint sources.
 - b. Distinguish fiction from nonfiction.
 - c. Select a variety of materials for discovery, appreciation, and enjoyment; connect with prior knowledge and experience.
- A.1.4. Read to acquire information.

GOAL B - WRITING

Write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain, while incorporating Catholic values.

- B.1.1. Create or produce writing to communicate with different audiences for a variety of purposes. RE, SS, SC, MA, IT
 - a. Write narrative and descriptive pieces.
 - b. Write a response to reading and life experiences.
 - c. Write creative pieces.
 - d. Form printed letters correctly.
 - e. Copy printed sentences correctly.
 - f. Compose and print simple sentences with proper spacing.
- B.1.2. Plan, revise, edit, and publish clear and effective writing.

- a. Write words and short phrases/sentences using phonetic spelling.
- b. Recognize nouns and verbs in short phrases/sentences.
- c. Edit writing for capitalization at the beginning of a sentence and proper punctuation.
- B.1.3. Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.
 - a. Understand and use parts of speech effectively, including nouns, pronouns, and adjectives.
 - b. Capitalize initial words of sentences.
 - c. Use commas correctly to punctuate dates.
 - d. Spell frequently used words correctly.
 - e. Identify purpose and use of proper punctuation including, periods, exclamation points, and questions marks.

GOAL C - ORAL LANGUAGE

Listen to understand and speak clearly and effectively for diverse purposes, including the sharing of God's word.

- C.1.1. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.
 - a. Discuss criteria for effective oral presentations, including eye contact and volume.
 - b. Read aloud with proper expression and voice intonation, from previously read material.
 - c. Participate in group readings, such as choral, echo, and shadow reading.
 - d. Provide evidence to support statements.
 - e. Introduce self to others.
 - f. Demonstrate telephone manners.
 - g. State home address.
- C.1.2. Listen to and comprehend oral communications.
 - a. Apply the rules of good listening as part of an audience including showing respect toward a speaker.
 - b. Follow three-step directions.
 - c. Identify key points of a story or discussion. SS, SC, RE, MA
 - d. Retell stories in proper sequence.
 - e. Follow sequences in plot and predict outcomes.
 - f. Recall the content of stories, (fiction and nonfiction), relate the content to prior knowledge, and answer various questions about the stories. SS, SC, RE, MA
- C.1.3. Participate effectively in discussion.
 - a. Volunteer relevant information, ask relevant questions, and answer questions directly.
 - b. Use appropriate eye contact and other nonverbal cues.
 - c. Respond politely to others.
 - d. Ask for explanation of unfamiliar words and ideas. SS, SC, RE, MA

GOAL D - LANGUAGE

Apply knowledge of the nature, grammar, and variations of American English.

- D.1.1. Develop their vocabulary of words, phrases, and idioms as a means of improving communication.
 - a. Use word families to write new words.
 - b. Identify the following word endings and subsequent changes made to word meaning; -ing, -ed, -s, -er.
 - c. Expand vocabulary across subject areas. SS, SC, RE, MA
 - d. Use their knowledge of consonant and vowel sounds to spell phonetically.
- D.1.2. Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.
 - a. Learn to communicate thoughts in daily living tasks and situations.

GOAL E – MEDIA AND TECHNOLOGY

Use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; to entertain and be entertained and to share the values and teachings of the Catholic Church.

- E.1.1 Use computers to acquire, organize, analyze, and communicate information. IT
 - a. Know basic keys of a computer (escape, return, space bar, letters, numbers) and basic parts (monitor, disk drive, keyboard).
 - b. Use simple programs with or without assistance (word processing, graphics, drawing programs, living books etc.).
 - c. Use right and left hand on correct side of keyboard.
 - d. Print out own work.
- E.1.2 Use age appropriate software. IT
 - a. Produce an image on screen by touching a key.
 - b. Draw with the mouse.
- E.1.3 Read, write, speak and listen for many purposes.
 - a. Watch, listen to, and enjoy media.
 - b. Use media (magazines, newspapers, radio, TV and CD-ROM).
- E.1.4 Recognize different parts of books.
 - a. Understand that books are placed in order from A-Z by author's name.
 - b. Locate book by author and title.
 - d. Locate author and illustrator of books.
- E.1.5 Show respect for people and materials in the media center.
 - a. Talk quietly in media center.
 - b. Treat materials in media center with care.
 - c. Behave appropriately for different activities in media center.
 - d. Return materials on time and in proper place.
- E.1.6 Use some technology. IT
 - a. Use an audiocassette player without assistance.

GOAL F - RESEARCH AND INQUIRY

Locate, use, and communicate information from a variety of print and nonprint materials.

- F.1.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.
 - a. Alphabetize to the first letter.
 - b. Classify by simple criteria including shape, size, and color. SS, MA
 - c. Interpret simple bar graph. SS, SC, MA

Note – *Numeric order for the K-8 grade level goals listed in this document align with the WI State Academic Standards. Not all grades include each standard sub-category (as indicated by gaps in the numbering system). However, all K-4 goals and 5-8 goals are appropriately addressed by the end of fourth and eighth grades.*

These grade level performance standards are listed developmentally. However, each school is uniquely organized. Therefore, a specific grade level standard may not be addressed at the grade indicated, but will be addressed within a 4 year time span (K-4, 5-8).

Much of what we expect students to be able to do at the end of their formal education is introduced as early as kindergarten. Students listen, read, speak, write, use language, and enjoy literature at all levels and grades. The difficulty of the materials, the complexity of what students do with them, and the sophistication of their skills change as they grow older. For economy of space, knowledge and skills introduced as standards at the lower levels are not repeated as standards at the upper levels. In practice, teachers build on what students have already achieved at one level to help them meet higher standards at the next level.

Grade Level Performance Standards: Grade Two

Within our second grade reading/language arts curriculum, students will:

GOAL A - READING/ LITERATURE

Read and respond to a wide range of writing to build an understanding of written materials, of themselves, of others, and of their Catholic heritage.

- A.2.1. Use effective reading strategies to achieve their purposes in reading.
 - a. Use a variety of strategies and word recognition skills including vowel sounds, medial sounds, consonant blends and consonant digraphs.
 - b. Discriminate between long and short vowel sounds.
 - c. Infer the meaning of unfamiliar words in the context of a passage by examining known words.
 - d. Comprehend text by activating prior knowledge, establishing purpose, self-correcting and self-monitoring, rereading, making predictions, finding context clues, developing visual images. SS, SC, RE, MA
 - e. Read aloud with age-appropriate fluency, accuracy, and expression.
 - f. Discern how written texts and accompanying illustrations connect to convey meaning. SS, SC, RE, MA
 - g. Identify and use parts of a textbook. SS, SC, RE, MA
 - h. Identify and use organizational features of texts, such as headings, chapters, table of contents and glossary, to improve understanding.
 - i. Identify a purpose for reading, such as gaining information, learning about a viewpoint and appreciating literature.
 - j. Identify and use appropriate test-taking skills (multiple choice, true/false, and short answer).
- A.2.2. Read, interpret, and critically analyze literature.
 - a. Recognize and recall elements and details of story structure, including use of story mapping, sequence of events, character, plot, and setting, in order to reflect on meaning.
 - b. Experience a variety of reading materials, from the United States and worldwide cultures, and relate reading to prior knowledge and experience. SS, SC, RE
 - c. Summarize ideas drawn from stories by identifying cause-and-effect relationships, interpreting events and ideas, and connecting different works to each other and to real-life experiences.
 - d. Extend the literal meaning of a text by making inferences.
- A.2.3. Read and discuss literary and nonliterary texts in order to understand human experience.
 - a. Identify and summarize main ideas and key points from literature, informational texts, and other print and nonprint sources.
 - b. Distinguish fiction from nonfiction and realistic fiction from fantasy.
 - c. Select a variety of materials for discovery, appreciation, and enjoyment; summarize the readings; connect them to prior knowledge and experience.
- A.2.4. Read to acquire information.
 - a. Summarize key details of informational texts, connecting new information to prior knowledge.
 - b. Seek information by investigating available text resources. SS, SC, RE, MA
 - c. Follow activity directions.

GOAL B - WRITING

Write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain, while incorporating Catholic values.

- B.2.1. Create or produce writing to communicate with different audiences for a variety of purposes. RE, SS, SC, MA, IT
 - a. Write narrative pieces with a distinct beginning, middle and ending.
 - b. Write expressive pieces in response to reading and life experiences.
 - c. Write creative pieces (i.e. poetry, fiction).
 - d. Write descriptive pieces.
 - e. Write in a variety of situations, including journaling and content area writing.

- f. Use a variety of writing technologies, including pencil and paper as well as computers. IT
- g. Apply manuscript rules.
- h. Write for a specific audience.
- B.2.2. Plan, revise, edit, and publish clear and effective writing.
 - a. Use guided strategies for pre-writing (brainstorming, mapping, oral discussion).
 - b. Answer questions in complete sentences.
 - c. Edit for spelling.
 - d. Edit for punctuation and capitalization.
 - e. Edit for grammar.
 - f. Explain the reasons for revision in conference with a teacher or peer.
 - g. Complete a writing assignment in a limited amount of time.
- B.2.3. Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.
 - a. Identify nouns, verbs, and adjectives.
 - b. Use correct subject and verb agreement.
 - c. Capitalizes proper nouns and initial words of sentences.
 - d. Punctuate abbreviations.
 - e. Use commas with lists, dates, and places.
 - f. Spell frequently used words correctly.
 - g. Use word order and end punctuation marks to distinguish statements and questions.

GOAL C - ORAL LANGUAGE

Listen to understand and will speak clearly and effectively for diverse purposes, including the sharing of God's word.

- C.2.1. Orally communicate information, opinions, and ideas effectively to different audiences and purposes.
 - a. Discuss criteria for effective oral presentations, including eye contact, tone, volume, rate, and articulation.
 - b. Read aloud effectively from previously read material.
 - c. Recite a simple poem.
 - d. Participate in group readings, such as choral, echo, and partner reading.
 - e. Perform dramatic readings or presentations.
 - f. Distinguish between fact and opinion.
- C.2.2. Listen to and comprehend oral communications.
 - a. Apply the rules of good listening as part of an audience.
 - b. Follow three to four-step directions.
 - c. Identify and summarize key points of a story or discussion. SS, SC, RE, MA
 - d. Retell stories and reports of events in proper sequence.
 - e. Follow sequence in plot, predict outcomes, and draw conclusions.
 - f. Recall the content of stories, relate the content to prior knowledge, and answer various types of questions about the stories.
 - g. Distinguish fact from fantasy.
 - h. Distinguish between a statement and a question.
- C.2.3. Participate effectively in discussion.
 - a. Volunteer relevant information, ask relevant questions, and answer questions directly.
 - b. Use appropriate eye contact and other nonverbal cues.
 - c. Reflect on the ideas and opinions of others and respond thoughtfully.
 - d. Ask for explanation of unfamiliar words and ideas. SS, SC, RE, MA
 - e. Summarize information conveyed through discussion.

GOAL D - LANGUAGE

Apply knowledge of the nature, grammar, and variations of American English.

- D.2.1. Develop a vocabulary of words, phrases, and idioms as a means of improving communication.
 - a. Consult dictionaries and other resources to find definitions and spell words correctly.

- b. Demonstrate the ability to identify synonyms, antonyms, and homophones for a word that is presented in context.
- D.2.2. Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in the use of English.
- a. Learn to communicate thoughts in daily living tasks and situations.

GOAL E - MEDIA AND TECHNOLOGY

Use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; to entertain and be entertained and to share the values and teachings of the Catholic Church.

- E.2. 1. Use computers to acquire, organize, analyze, and communicate information. IT
 - a. Use a computer software program, including turning the computer on and off, using CD-ROM, typing a sentence, deleting and back spacing and adding a graphic.
 - b. Know about the various software programs available in the media center.
- E.2.2. Continue to show respect for people and materials in the media center. IT
- E.2.3. Use the card catalog.
 - a. Search for materials by subject, title and author.
- E.2.4. Recognize different parts of a book.
 - a. Locate information on the spine of a book.
 - b. Locate information on the title page.
 - c. Locate table of contents and index.
- E.2.5. Use some technology. IT
 - a. Be able to run an audio cassette player and CD player.

GOAL F - RESEARCH AND INQUIRY

Locate, use, and communicate information from a variety of print and nonprint materials

- F.2.1. Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.
 - a. Alphabetize beyond the first letter.
 - b. Identify guidewords in a dictionary.
 - c. Use pictures and captions for information.
 - d. Differentiate between a statement and a question.
 - e. Identify a problem and predict various solutions.
 - f. Use table of contents and guided note taking.

Note – *Numeric order for the K-8 grade level goals listed in this document aligns with the WI State Academic Standards. Not all grades include each standard sub-category (as indicated by gaps in the numbering system). However, all K-4 goals and 5-8 goals are appropriately addressed by the end of fourth and eighth grades.*

These grade level performance standards are listed developmentally. However, each school is uniquely organized. Therefore, a specific grade level standard may not be addressed at the grade indicated, but will be addressed within a 4 year time span (K-4, 5-8).

Much of what we expect students to be able to do at the end of their formal education is introduced as early as kindergarten. Students listen, read, speak, write, use language, and enjoy literature at all levels and grades. The difficulty of the materials, the complexity of what students do with them, and the sophistication of their skills change as they grow older. For economy of space, knowledge and skills introduced as standards at the lower levels are not repeated as standards at the upper levels. In practice, teachers build on what students have already achieved at one level to help them meet higher standards at the next level.

Grade Level Performance Standards: Grade Three

Within our third grade reading/language arts curriculum, students will:

GOAL A - READING/ LITERATURE

Read and respond to a wide range of writing to build an understanding of written materials, of themselves, of others, and of their Catholic heritage.

- A.3.1. Use effective reading strategies to achieve their purposes in reading.
 - a. Use a variety of strategies and word recognition skills, including rereading, finding context clues, and applying knowledge of letter-sound relationships.
 - b. Analyze word structures including root words, prefixes and suffixes, compound words, common contractions, plurals, and abbreviations.
 - c. Infer the meaning of unfamiliar words in the context of a passage by examining known words, phrases and structures.
 - d. Comprehend text by activating prior knowledge, establishing purpose, self-correcting and self-monitoring, rereading, making predictions, finding context clues, developing visual images, applying knowledge of text structures, and adjusting reading rate according to purpose and difficulty. SS, SC, RE, MA
 - e. Read aloud with age-appropriate fluency, accuracy, and expression.
 - f. Discern how written texts and accompanying illustrations connect to convey meaning. SS, SC, RE, MA)
 - g. Identify and use parts of a textbook, including index. SS, SC, RE, MA
 - h. Identify and use organizational features of texts, such as headings, paragraphs, and format, to improve understanding. SS, SC
 - i. Identify a purpose for reading, such as gaining information, learning about a viewpoint and appreciating literature.
 - j. Identify and use appropriate test-taking skills (multiple choice, true/false, short answer). SS, SC, RE, MA
- A.3.2. Read, interpret, and critically analyze literature.
 - a. Recognize and recall elements and details of story structure, such as sequence of events, character, plot, and setting, in order to reflect on meaning.
 - b. Recognize dialogue.
 - c. Draw upon a variety of reading materials, relating to the United States and cultures worldwide, to understand plots, make predictions, and relate reading to prior knowledge and experience. SS, SC, RE
 - d. Summarize ideas drawn from stories by identifying cause-and-effect relationships, interpreting events and ideas. SS, SC, RE, MA
 - e. Connecting ideas drawn from different works to each other, and from real-life experience. SS, SC, RE, MA
 - f. Extend the literal meaning of a text by making inferences, and evaluating the relationship between the text, prior knowledge and experience. SS, SC, RE, MA
- A.3.3. Read and discuss literary and nonliterary texts in order to understand human experience.
 - a. Identify and summarize main ideas and key points from literature, informational texts, and other print and nonprint sources.
 - b. Distinguish fiction from nonfiction, realistic fiction from fantasy, biography from autobiography.
 - c. Select a variety of materials for discovery, appreciation, and enjoyment; summarize the readings and connect them to prior knowledge and experience.
- A.3.4. Read to acquire information.
 - a. Summarize key details of informational texts, connecting new information to prior knowledge. SS, SC, RE
 - b. Seek information by investigating available resources such as encyclopedias, newspapers, internet, and simple reference materials. SS, SC
 - c. Follow activity directions.
 - d. Use various memorization strategies including pneumonic phrases. SS, SC, RE, MA

GOAL B - WRITING

Write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain, while incorporating Catholic values.

- B.3.1. Create or produce writing to communicate with different audiences for a variety of purposes. RE, SS, SC, MA, IT
 - a. Write narrative, descriptive, and persuasive pieces.
 - b. Write expressive pieces in response to reading, viewing, and life experiences (narratives, reflections, and letters) employing descriptive detail and a personal voice.
 - c. Write creative pieces (poetry, fiction, plays and a story with a distinct beginning, middle, and ending).
 - d. Write in a variety of situations including journaling and content writing and adapt strategies, such as revision and the use of reference materials, to the situation. SS, SC, RE, MA
 - e. Use a variety of writing technologies, including pencil and paper as well as computers.
 - f. Form and use upper and lower cursive letters in writing.
 - g. Write for a variety of readers adapting content to audience and situation.
 - h. Use assignment notebook daily to organize, plan, communicate.
- B.3.2. Plan, revise, edit, and publish clear and effective writing.
 - a. Use pre-writing strategies such as story maps, story starters, and webs, to organize information.
 - b. Develop a topic sentence.
 - c. Select appropriate details to support a topic sentence. SS, SC
 - d. Recognize complete and incomplete sentences.
 - e. Produce multiple drafts, including finished pieces, that demonstrate the ability to generate, focus, and organize ideas and to revise the language, organization and content of successive drafts.
 - f. Explain the reasons for revision in conference with a teacher, and peer. SS, SC
 - g. Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, and effective response in correct English. SS, SC, RE
 - h. Edit writing for correct spelling.
 - i. Edit writing for grammar including subject and predicate.
 - j. Use correct spelling in final draft as opposed to phonetic spelling.
- B.3.3. Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.
 - a. Identify and use personal pronouns.
 - b. Employ principles of agreement related to number. MA
 - c. Capitalize and punctuate proper nouns, titles, abbreviations, and initial words of sentences.
 - d. Use punctuation marks and conjunctions, as appropriate, to separate sentences and connect ideas
 - e. Use commas with lists, dates, and places. SS, SC, MA
 - f. Spell frequently used words correctly.
 - g. Use word order and punctuation marks to distinguish statements, questions, exclamations, and commands.

GOAL C - ORAL LANGUAGE

Listen to understand and will speak clearly and effectively for diverse purposes, including the sharing of God's word.

- C.3.1. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.
 - a. Identify and discuss criteria for effective oral presentations, including such factors as eye contact, projection, tone, volume, rate, and articulation. SS, SC, RE
 - b. Read aloud effectively from previously-read material.
 - c. Speak from notes or a brief outline, to communicate information clearly organized and in a sequential manner such as a "how to" demonstration or presenting a written report. SS, SC, RE
 - d. Tell an original story with a beginning, middle, and ending.
 - e. Participate in group readings, such as choral, echo and partner reading.
 - f. Perform dramatic readings and presentations.
 - g. Distinguish between fact and opinion and provide evidence to support opinions. SS, SC, RE

- C.3.2. Listen to and comprehend oral communications.
 - a. Apply the rules of good listening as part of an audience.
 - b. Follow basic and multiple-step directions.
 - c. Identify and summarize key points of a story or discussion.
 - d. Retell stories and reports of events in proper sequence.
 - e. Follow sequence in plot and character development, predict outcomes, and draw conclusions.
 - f. Recall the content of stories, relate the content to prior knowledge, and answer various types of factual and interpretive questions about the stories. SS, SC, RE
 - g. Distinguish fact from fantasy and fact from opinion.
 - h. Recognize different viewpoints.
 - i. Judge the accuracy of information. SS, SC, MA
 - j. Differentiate between a statement and a question.
- C.3.3. Participate effectively in discussion.
 - a. Volunteer relevant information, ask relevant questions, and answer questions directly.
 - b. Use appropriate eye contact and other nonverbal cues.
 - c. Use appropriate strategies to keep a discussion going, for example, citing evidence, posing “what if “ questions, and relating situations to experiences.
 - d. Reflect on the ideas and opinions of others and respond thoughtfully.
 - e. Ask for clarification and explanation of unfamiliar words and ideas.
 - f. Summarize information conveyed through discussion.

GOAL D - LANGUAGE

Apply knowledge of the nature, grammar, and variations of American English.

- D.3.1. Develop a vocabulary of words, phrases, and idioms as a means of improving communication.
 - a. Consult dictionaries and other resources to find and compare definitions, choose among synonyms, and spell words correctly. SS, SC
 - b. Use knowledge of roots, prefixes, and suffixes to interpret and convey the meaning of words.
 - c. Recognize compound words.
 - d. Identify common figures of speech including similes and metaphors and use them appropriately.
- D.3.2. Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive the use of English.
 - a. Identify various styles and purposes of oral and written language and learn to communicate effectively in commonly occurring tasks and situations.
 - b. Describe and give examples of variations in American English that appear in different social, cultural, regional, and professional environments. SS, RE

GOAL E - MEDIA AND TECHNOLOGY

Use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; to entertain and be entertained and to share the values and teachings of the Catholic Church.

- E.3.1. Use computers to acquire, organize, analyze, and communicate information. IT
 - a. Use word processing to write a basic report.
 - b. Use editing tools such as spell check, highlighting to correct mistakes.
 - c. Use format commands to change font and letter size.
- E.3.2. Access information using library catalog, encyclopedias, almanacs, and indexes. IT
 - a. Locate fiction and non fiction books using title, subject and author cards.
 - b. Gather facts, details, examples from encyclopedia and other reference sources.
- E.3.3. Use some technology.
 - a. Locate book-marked sites on internet to access information and data.

GOAL F - RESEARCH AND INQUIRY

Locate, use, and communicate information from a variety of print and nonprint materials.

- F.3.1. Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate findings. SS, SC, RE
- F.3.2. Identify and use the following as a foundation for conducting research.
 - a. Identify and use an index. SS, SC, RE
 - b. Use guide words in the dictionary to help locate words. SS, SC, RE
 - c. Identify heading and subheading in a text. SS, SC, RE
 - d. Access information from library cataloguing system. SS, SC, RE
 - e. Develop questions for reading and studying. SS, SC, RE
 - f. Gather data on a specific topic for problem solving. MA
 - f. Construct a plan of action to solve a problem. MA
 - g. Paraphrase gathered information.

Note – *Numeric order for the K-8 grade level goals listed in this document aligns with the WI State Academic Standards. Not all grades include each standard sub-category (as indicated by gaps in the numbering system). However, all K-4 goals and 5-8 goals are appropriately addressed by the end of fourth and eighth grades.*

These grade level performance standards are listed developmentally. However, each school is uniquely organized. Therefore, a specific grade level standard may not be addressed at the grade indicated, but will be addressed within a 4 year time span (K-4, 5-8).

Much of what we expect students to be able to do at the end of their formal education is introduced as early as kindergarten. Students listen, read, speak, write, use language, and enjoy literature at all levels and grades. The difficulty of the materials, the complexity of what students do with them, and the sophistication of their skills change as they grow older. For economy of space, knowledge and skills introduced as standards at the lower levels are not repeated as standards at the upper levels. In practice, teachers build on what students have already achieved at one level to help them meet higher standards at the next level.

Grade Level Performance Standards: Grade Four

Within our fourth grade reading/language arts curriculum, students will:

GOAL A - READING/ LITERATURE

Read and respond to a wide range of writing to build an understanding of written materials, of themselves, of others, and of their Catholic heritage.

- A.4.1. Use effective reading strategies to achieve their purposes in reading.
 - a. Use a variety of strategies and word recognition skills, including rereading, finding context clues, applying their knowledge of letter-sound relationships, analyzing word structures and identifying and using common abbreviations, contractions, and irregular plurals.
 - b. Infer the meaning of unfamiliar words in the context of a passage by examining known words, phrases and structures.
 - c. Demonstrate phonemic awareness by using letter/sound relationships as aids to pronouncing and understanding unfamiliar words and text.
 - d. Comprehend text by activating prior knowledge, establishing purpose, self-correcting and self-monitoring, rereading, making predictions, finding context clues, developing visual images, applying knowledge of text structures, and adjusting reading rate according to purpose and difficulty. SS, SC, RE, MA
 - e. Read aloud with age-appropriate fluency, accuracy, and expression.
 - f. Discern how written texts and accompanying illustrations connect to convey meaning. SS, SC, RE, MA
 - g. Identify and use parts of a textbook, table of contents, glossary, and index. SS, SC, RE, MA
 - h. Identify and use organizational features of texts, such as headings, paragraphs, and format, to improve understanding. SS, SC, RE
 - i. Identify a purpose for reading, such as gaining information, learning about a viewpoint and appreciating literature.
 - j. Identify and use appropriate test-taking skills (multiple choice, true/false, short answer, essay). SS, SC, RE, MA
- A.4.2. Read, interpret, and critically analyze literature.
 - a. Recognize and recall elements and details of story structure, such as sequence of events, character, plot, and setting, in order to reflect on meaning.
 - b. Recognize dialogue.
 - c. Draw upon a variety of reading materials, including fairy tales, fables, and narratives relating to the United States and cultures worldwide, to understand plots, make predictions, and relate reading to prior knowledge and experience. SS, SC, RE
 - d. Summarize ideas drawn from stories by identifying cause-and-effect relationships, interpreting events and ideas. SS, SC, RE, MA
 - e. Connecting ideas drawn from different works to each other, and to real-life experiences. SS, SC, RE, MA
 - f. Extend the literal meaning of a text by making inferences, and evaluating the relationship between the text, prior knowledge, and experience. SS, SC, RE, MA
- A.4.3. Read and discuss literary and nonliterary texts in order to understand human experience.
 - a. Demonstrate the ability to integrate general knowledge about the world with literary and nonliterary texts when reflecting upon life's experiences. SS, SC, RE, MA
 - b. Identify and summarize main ideas and key points from literature, informational texts, and other print and nonprint sources. SS, SC, RE, MA
 - c. Distinguish fiction from nonfiction, realistic fiction from fantasy, biography from autobiography, and various forms of poetry (i.e. haiku, limerick, cinquain, free verse).
 - d. Select a variety of materials for discovery, appreciation, and enjoyment; summarize the readings, and connect them to prior knowledge and experience.
- A.4.4. Read to acquire information.
 - a. Summarize key details of informational texts, connecting new information to prior knowledge. SS, SC, RE, MA

- b. Identify a topic of interest then seek information by investigating available resources (including encyclopedias, newspapers, internet and simple reference materials). SS, SC, RE, MA
- c. Follow activity directions.
- d. Use various memorization strategies such as mnemonic phrases. SS, SC, RE, MA

GOAL B - WRITING

Write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain, while incorporating Catholic values.

- B.4.1. Students will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain. SS, SC, RE, MA, IT
 - a. Write narrative, expository, descriptive, and persuasive pieces.
 - b. Write nonfiction and technical pieces (i.e. summaries, messages, informational essays, basic directions, “how to” instructions, simple reports) that convey essential details and facts and provide accurate representations of events and sequence. SS, SC, RE
 - c. Write expressive pieces in response to reading, viewing, and life experiences (i.e. narratives, reflections, and letters) employing descriptive detail and a personal voice. SS, RE
 - d. Write creative pieces (poetry, fiction, and plays) employing basic principles appropriate to each genre such as a story with a distinct beginning, middle, and ending.
 - e. Write in a variety of situations and adapt strategies, such as revision and the use of reference materials, to the situation. SS, SC, RE, MA
 - f. Use a variety of writing technologies, including pen/pencil and paper as well as computers.
 - g. Use cursive writing.
 - h. Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and format to audience and situation.
 - i. Use assignment notebook daily to organize, plan, and communicate.
- B.4.2. Plan, revise, edit, and publish clear and effective writing.
 - a. Use pre-writing strategies to organize information.
 - b. Use a topic sentence and supporting details.
 - c. Produce multiple drafts, including finished pieces, that demonstrate the ability to generate, focus, and organize ideas and to revise the language, organization and content of successive drafts in order to fulfill a specific purpose for communicating with a specific audience.
 - d. Explain the extent and reasons for revision in conference with a teacher and/or peer.
 - e. Given a writing assignment to be completed in a limited amount of time, produce a well-developed, well-organized, and effective response in correct English and an appropriate voice.
 - f. Use correct spelling in final draft as opposed to phonetic spelling.
- B.4.3. Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.
 - a. Understand and use parts of speech effectively, including nouns, possessives, pronouns, and adjectives.
 - b. Use adverbials effectively, including words and phrases.
 - c. Employ principles of agreement related to number, gender, and case.
 - d. Capitalize and punctuate proper nouns, titles, abbreviations, and initial words of sentences.
 - e. Use punctuation marks and conjunctions, as appropriate, to separate sentences and connect ideas.
 - f. Use commas with appositives, lists, dates, and places.
 - g. Spell frequently used words correctly.
 - h. Use word order and punctuation marks to distinguish statements, questions, exclamations, commands, and dialogue.

GOAL C - ORAL LANGUAGE

Listen to understand and will speak clearly and effectively for diverse purposes, including the sharing of God’s word.

- C.4.1. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.
 - a. Apply the rules of good listening as part of an audience.

- b. Identify and discuss criteria for effective oral presentations, including such factors as eye contact, projection, tone, volume, rate, and articulation. SS, SC, RE
 - c. Read aloud effectively from previously read material.
 - d. Speaking from notes or a brief outline, communicate precise information and accurate instructions in clearly organized and sequenced detail.
 - e. Present autobiographical or fictional stories that recount events to large and small audiences.
 - f. Participate in group readings, such as choral, echo, and partner reading.
 - g. Perform dramatic readings and presentations.
 - h. Distinguish between fact and opinion and provide evidence to support opinions. SS, SC, RE
- C.4.2. Listen to and comprehend oral communications.
- a. Follow basic and multiple-step directions.
 - b. Identify and summarize key points of a story or discussion.
 - c. Retell stories and reports of events in proper sequence.
 - d. Follow sequence in plot and character development, predict outcomes, and draw conclusions.
 - e. Recall the content of stories after hearing them, relate the content to prior knowledge, and answer various types of factual and interpretive questions about the stories. SS, SC, RE
 - f. Distinguish fact from fantasy and fact from opinion. SS, SC, RE
 - g. Understand increasingly complex sentence structures (as with lectures, guest speakers, etc.).
 - h. Understand a variety of word structures and forms, such as affixes, roots, homonyms, antonyms, synonyms, and word analogies.
- C.4.3. Participate effectively in discussion.
- a. Volunteer relevant information, ask relevant questions, and answer questions directly.
 - b. Use appropriate eye contact and other nonverbal cues.
 - c. Use appropriate strategies to keep a discussion going (citing evidence, posing “what-if” or rhetorical questions, and relating the situation to personal experience).
 - d. Reflect on the ideas and opinions of others and respond thoughtfully.
 - e. Ask for clarification and explanation of unfamiliar words and ideas.
 - f. Summarize information conveyed through discussion.

GOAL D - LANGUAGE

Apply knowledge of the nature, grammar, and variations of American English.

- D.4.1. Develop vocabulary of words, phrases, and idioms as a means of improving communication.
 - a. Consult dictionaries, thesauruses, and other resources to find and compare definitions, choose among synonyms, and spell words correctly. SS, SC, RE
 - b. Use knowledge of roots, prefixes, and suffixes to interpret and convey the meaning of words.
 - c. Identify common figures of speech including similes and metaphors and use them appropriately.
- D.4.2. Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.
 - a. Identify various styles and purposes of oral and written language and learn to communicate effectively in commonly occurring tasks and situations.
 - b. Describe and give examples of variations in American English that appear in different social, cultural, regional, and professional environments. SS, RE

GOAL E - MEDIA AND TECHNOLOGY

Use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; to entertain and be entertained and to share the values and teachings of the Catholic Church.

- E.4.1. Use computers to acquire, organize, analyze, and communicate information.
 - a. Operate common computer hardware and software.
 - b. Use basic word-processing, graphics, and drawing programs.
 - c. Create, store, and retrieve electronic files.
 - d. Access information using electronic reference resources, such as library catalog, encyclopedias, almanacs, and indexes.
 - e. Generate, send, and retrieve electronic messages.

- E.4.2. Create products appropriate to audience and purpose.
 - a. Write news articles appropriate for familiar media.
 - b. Create simple advertising messages and graphics appropriate for familiar media.
 - c. Prepare, perform, and tape simple radio and television scripts.
 - d. Prepare and perform school announcements and program scripts.
- E.4.3. Demonstrate a working knowledge of media production and distribution.
 - a. Make distinctions between messages presented on radio, television, and in print.
 - b. Recognize how messages are adjusted for different audiences.
 - c. Identify sales approaches and techniques aimed at children.

GOAL F - RESEARCH AND INQUIRY

Locate, use, and communicate information from a variety of print and non-print materials.

- F.4.1. Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate findings.
 - a. Propose research by formulating initial questions, narrowing the focus of a topic, identifying prior knowledge, and developing a basic plan for gathering information such as using headings and subheadings to develop questions to set a purpose (KWL charts, SQ3R). SS, SC, RE, MA
 - b. Conduct research by identifying, locating, exploring, and effectively using multiple sources of information appropriate to the inquiry, including print, non-print, and electronic sources such as the internet. SS, SC, RE, MA
 - c. Recognize, record, organize, and acknowledge information pertinent to a project, accurately blending discoveries into answers. SS, SC, RE, MA
 - d. Present the results of inquiry, reporting and commenting on the content and process of learning, orally and in writing, using appropriate visual aids such as timelines. SS, SC, RE, MA

Note – *Numeric order for the K-8 grade level goals listed in this document aligns with the WI State Academic Standards. Not all grades include each standard sub-category (as indicated by gaps in the numbering system). However, all K-4 goals and 5-8 goals are appropriately addressed by the end of fourth and eighth grades.*

These grade level performance standards are listed developmentally. However, each school is uniquely organized. Therefore, a specific grade level standard may not be addressed at the grade indicated, but will be addressed within a 4 year time span (K-4, 5-8).

Much of what we expect students to be able to do at the end of their formal education is introduced as early as kindergarten. Students listen, read, speak, write, use language, and enjoy literature at all levels and grades. The difficulty of the materials, the complexity of what students do with them, and the sophistication of their skills change as they grow older. For economy of space, knowledge and skills introduced as standards at the lower levels are not repeated as standards at the upper levels. In practice, teachers build on what students have already achieved at one level to help them meet higher standards at the next level.

Grade Level Performance Standards: Grade Five

Within our fifth grade reading/language arts curriculum, students will:

GOAL A - READING/ LITERATURE

Read and respond to a wide range of writing to build an understanding of written materials, of themselves, of others, and of their Catholic heritage.

- A.5.1. Use effective reading strategies to achieve their purposes in reading.
 - a. Increase vocabulary through the study of multiple meanings, context clues, and word structure.
 - b. Use knowledge of sentence and word structure, visual imagery, and context clues to understand unfamiliar words and clarify passages of text.
 - c. Acquire knowledge of word origins to develop vocabulary.
 - d. Use knowledge of the visual features of texts, such as headings and boldface print, and structures of texts, such as sequence and cause-and-effect, as aids to comprehension. IT
 - e. Establish purposeful reading and writing habits by using texts to find information, gain understanding of diverse viewpoints, make decisions, and enjoy the experience of reading. RE
 - f. Select, summarize, and paraphrase, orally and in writing, passages of texts chosen for specific purposes.
 - g. Identify and use appropriate test-taking skills (multiple choice, true/false, short answer, and essay).
- A.5.2. Read, interpret, and critically analyze literature.
 - a. Identify the defining features and structure of literary texts, including conflict, characterization, point of view, flashback, and foreshadowing.
 - b. Recognize the effect of characters, plot, setting, figurative language, topic, style, purpose, and point of view on the overall impact of literature.
 - c. Develop a broad base of knowledge about the genres of literature, including the structure and conventions of fables, myths, tall tales, plays, poems, short stories, and novels, when interpreting the meaning of a literary work.
 - d. Evaluate literary merit and explain critical opinions about a text, through discussion. RE
- A.5.3. Read and discuss literary and nonliterary texts in order to understand human experience.
 - a. Provide interpretive responses, orally and in writing, to literary and nonliterary texts representing the diversity of American cultural heritage and cultures of the world. SS
 - b. Identify common historical, social, and cultural themes and issues in literary works and selected passages. SS
 - c. Evaluate the themes and main ideas of a work considering its audience and purpose.
 - d. Distinguish fiction from nonfiction, realistic fiction from fantasy, biography from autobiography, and various forms of poetry.
- A.5.4. Read to acquire information.
 - a. Interpret and use technical resources such as charts, graphs, diagrams, tables, travel schedules, timelines, and manuals. SS, MA
 - b. Compare, contrast, and evaluate the relative accuracy and usefulness of information from different sources.
 - c. Identify and explain main ideas, major details, and organization found in a variety of informational passages.
 - d. Distinguish between the facts found in documents, narratives, charts, maps, tables and other sources and the generalizations and interpretations that are drawn from them. SS, MA

GOAL B - WRITING

Write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain, while incorporating Catholic values.

- B.5.1. Create or produce writing to communicate with different audiences for a variety of purposes. RE, SS, SC, MA, IT
 - a. Write a coherent expository piece, with sufficient detail to fulfill its purpose. IT
 - b. Write a persuasive piece that includes a clear position. IT

- c. Write a narrative based on experience that uses descriptive language and reveals a theme. IT
 - d. Write creative fiction that includes major characters, a coherent plot, descriptive language, and concrete detail. IT
 - e. Write in a variety of situations and adapt strategies, such as revision, technology, and the use of reference materials, to the situation. IT
 - f. Use a variety of writing technologies including pen and paper as well as computers. IT
 - g. Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation.
 - h. Know the parts of business and personal letters and be able to write letters in proper form.
- B.5.2. Plan, revise, edit, and publish clear and effective writing.
- a. Use pre-writing strategies to organize information.
 - b. Produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, and content, of successive drafts in order to fulfill a specific purpose for communicating with a specific audience.
 - c. Identify questions and strategies for improving drafts in writing conferences with others.
 - d. Given a writing assignment to be completed in a limited amount of time, produce a well-developed, well-organized, and effective response in correct English and an appropriate voice.
- B.5.3. Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.
- a. Understand the function of words and phrases in a sentence and use them effectively (including all parts of speech).
 - b. Use correct tenses to indicate the relative order of events.
 - c. Understand and employ principles of agreement, including subject-verb, pronoun-noun.
 - d. Apply the rules of punctuation correctly (especially in compound sentences, direct quotations).
 - e. Employ the conventions of capitalization.
 - f. Spell frequently used words correctly and use effective strategies for spelling unfamiliar words correctly.

GOAL C - ORAL LANGUAGE

Listen to understand and will speak clearly and effectively for diverse purposes, including the sharing of God's word.

- C.5.1. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.
- a. Share brief impromptu remarks about topics of interest to oneself and others. RE
 - b. Speaking from notes or an outline, relate an experience in descriptive detail, with a sense of timing and decorum appropriate to the occasion.
 - c. Perform expressive oral readings of poetry and drama.
 - d. Present a coherent report on differing viewpoints on an issue, organizing the presentation in a manner appropriate to the audience. RE, SS
 - e. Differentiate between formal and informal contexts and employ appropriate eye contact and style of speaking, adjusting language, rate, and volume according to audience and purpose.
 - f. Observe appropriate etiquette when expressing thanks and receiving praise. RE
- C.5.2. Listen to and comprehend oral communications.
- a. Apply the rules of good listening as part of an audience. RE
 - b. Summarize and explain the information conveyed in an oral communication, accounting for the key ideas.
 - c. Distinguish among purposes for listening, such as gaining information or being entertained.
 - d. Recall significant details and sequence accurately.
 - e. Follow a speaker's main points.
- C.5.3. Participate effectively in discussion.
- a. Participate in discussion by listening attentively, demonstrating respect for the opinions of others, and responding responsibly and courteously to the remarks of others. RE
 - b. Evaluate the stated ideas and opinions of others, seeking clarification through questions. RE, SS

- c. Invite ideas and opinions of others into the discussion, responding clearly and tactfully to questions and comments.
- d. Accept and use helpful criticism.
- e. Establish and maintain an open mind when listening to others' ideas and opinions. RE, SS
- f. Summarize the main points of a discussion, orally and in writing, specifying areas of agreement.
- g. Display and maintain facial expressions, body language, and other response cues that indicate respect for the speaker and attention to the discussion.
- h. Attend to the content of discussion rather than the speaker.
- i. Participate in discussion without dominating.

GOAL D - LANGUAGE

Apply knowledge of the nature, grammar, and variations of American English.

- D.5.1. Develop vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.
 - a. Consult dictionaries, thesauruses, and handbooks when choosing words, phrases, and expressions for use in oral and written presentations.
 - b. Explain how writers and speakers choose words and use figurative language including similes, metaphors, onomatopoeia, and personification
 - c. Choose words purposefully and evaluate the use of words in communications designed to inform, explain, and persuade.
- D.5.2. Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in the use of English.
 - a. Describe how American English is used in various public and private contexts, like school and home.
 - b. Make appropriate choices when speaking and writing, such as formal or informal language, considering the purpose and context of the communication.
 - c. Evaluate how audience and context affect the selection and use of words and phrases, including technical terms, slang, and jargon.

GOAL E - MEDIA AND TECHNOLOGY

Use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; to entertain and be entertained and to share the values and teachings of the Catholic Church.

- E.5.1. Use computers to acquire, organize, analyze, and communicate information. IT
 - a. Demonstrate efficient word-processing skills.
 - b. Construct and use simple databases.
 - c. Use manuals and on-screen help in connection with computer applications.
 - d. Perform basic computer operations on various platforms.
 - e. Collect information from various on-line sources, such as web pages, news groups, and listservs.
 - f. Generate, send, and receive electronic messages.
 - g. Access information using electronic reference resources, such as library catalog, encyclopedias, almanacs, and indexes.
- E.5.2. Make informed judgments about media and products. IT
 - a. Recognize common structural features found in print and broadcast advertising.
 - b. Identify the use of stereotypes evident in various media.
 - c. Compare the effect of particular symbols and images seen in various media.
 - d. Use criteria for selecting or avoiding specific broadcast programs and periodicals.
- E.5.3. Create media products appropriate to audience and purpose. IT
 - a. Write news articles appropriate for familiar media.
 - b. Create simple advertising messages and graphics appropriate for familiar media.
 - c. Prepare and perform a simple media presentation.
- E.5.4. Demonstrate a working knowledge of media production and distribution. IT
 - a. Analyze how messages may be affected by financial factors such as sponsorship.
 - b. Identify advertising strategies and techniques aimed at pre-teens and teenagers. AR

GOAL F - RESEARCH AND INQUIRY

Locate, use, and communicate information from a variety of print and nonprint materials.

- F.5.1. Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate findings.
- a. Formulate research questions and focus investigation on relevant and accessible sources of information. SS
 - b. Develop a personal study plan for time management to complete a long-term project.
 - c. Use multiple sources to identify and locate information pertinent to research including encyclopedias, almanacs, dictionaries, library catalogs, indexes to periodicals, and various electronic search engines. IT, SS
 - d. Conduct interviews, field studies, and/or experiments and use specialized resources (such as almanacs, fact books, pamphlets, and technical manuals) when appropriate to an investigation. IT, SS
 - e. Compile, organize, and evaluate information, taking notes that record and summarize what has been learned and extending the investigation to other sources. IT, SS
 - f. Review and evaluate the usefulness of information gathered in an investigation. SS
 - g. Produce an organized written and/or oral report that presents and reflects on findings, draws sound conclusions, and gives proper credit to sources. IT, SS

Note – *Numeric order for the K-8 grade level goals listed in this document aligns with the WI State Academic Standards. Not all grades include each standard sub-category (as indicated by gaps in the numbering system). However, all K-4 goals and 5-8 goals are appropriately addressed by the end of fourth and eighth grades.*

These grade level performance standards are listed developmentally. However, each school is uniquely organized. Therefore, a specific grade level standard may not be addressed at the grade indicated, but will be addressed within a 4 year time span (K-4, 5-8).

Much of what we expect students to be able to do at the end of their formal education is introduced as early as kindergarten. Students listen, read, speak, write, use language, and enjoy literature at all levels and grades. The difficulty of the materials, the complexity of what students do with them, and the sophistication of their skills change as they grow older. For economy of space, knowledge and skills introduced as standards at the lower levels are not repeated as standards at the upper levels. In practice, teachers build on what students have already achieved at one level to help them meet higher standards at the next level.

Grade Level Performance Standards: Grade Six

Within our sixth grade reading/language arts curriculum, students will:

GOAL A - READING/ LITERATURE

Read and respond to a wide range of writing to build an understanding of written materials, of themselves, of others, and of their Catholic heritage.

- A.6.1. Use effective reading strategies to achieve their purposes in reading.
 - a. Increase vocabulary through the study of multiple meanings, context clues, and word structure.
 - b. Use knowledge of sentence and word structure, word origins, visual images, and context clues to understand unfamiliar words and clarify passages of text.
 - c. Use knowledge of word origins to develop vocabulary.
 - d. Use knowledge of the visual features of texts, such as headings and bold face print, and structures of texts, such as sequence and cause-and-effect, as aids to comprehension. IT
 - e. Establish purposeful reading and writing habits by using texts to find information, gain understanding of diverse viewpoints, make decisions, and enjoy the experience of reading. RE
 - f. Select, summarize, and paraphrase, orally and in writing, passages of texts chosen for specific purposes.
 - g. Identify and use appropriate test-taking skills (multiple choice, true/false, short answer, essay).
- A.6.2. Read, interpret, and critically analyze literature.
 - a. Identify the defining features and structure of literary texts, including conflict, characterization, point of view (1st person, 3rd person).
 - b. Analyze the effect of characters, plot, setting, figurative language, topic, style, purpose, and point of view on the overall impact of literature.
 - c. Develop a broad base of knowledge about the genres of literature, including the structure and conventions of epics, fables, myths, plays, poems, short stories, and novels, when interpreting the meaning of a literary work.
 - d. Develop criteria to evaluate literary merit and explain critical opinions about a text, through discussion. RE
- A.6.3. Read and discuss literary and nonliterary texts in order to understand human experience.
 - a. Provide interpretive responses, orally and in writing, to literary and nonliterary texts representing the diversity of American cultural heritage and cultures of the world. SS
 - b. Identify common historical, social, and cultural themes and issues in literary works and selected passages. SS
 - c. Develop a broad base of knowledge about the themes, ideas, and insights found in literature.
 - d. Evaluate the themes and main ideas of a work considering its audience and purpose.
- A.6.4. Read to acquire information.
 - a. Interpret and use technical resources such as charts, tables, graphs, diagrams, travel schedules, timelines, and manuals. SS, MA
 - b. Compare, contrast, and evaluate the relative accuracy and usefulness of information from different sources.
 - c. Identify and explain main ideas, details, and organization found in a variety of informational passages.
 - d. Distinguish between the facts found in documents, narratives, charts, maps, tables and other sources and the generalizations and interpretations that are drawn from them. SS, MA

GOAL B - WRITING

Write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain, while incorporating Catholic values.

- B.6.1. Create or produce writing to communicate with different audiences for a variety of purposes. RE, SS, SC, MA, IT
 - a. Write a coherent and complete expository piece, with sufficient detail to fulfill its purpose, sufficient evidence to support its assertions. IT

- b. Write a persuasive piece that includes a clear position, and a coherent argument with reliable evidence. IT
 - c. Write a narrative based on experience that uses descriptive language, presents a sequence of events, and reveals a theme. IT
 - d. Write creative fiction that includes major characters, a coherent plot, effective imagery, descriptive language, and concrete detail. IT
 - e. Write in a variety of situations and adapt strategies, such as revision, technology, and the use of reference materials, to the situation. IT
 - f. Use a variety of writing technologies including pen and paper as well as computers. IT
 - g. Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation.
- B.6.2. Plan, revise, edit, and publish clear and effective writing.
- a. Use pre-writing strategies to organize information.
 - b. Produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, content, and tone of successive drafts in order to fulfill a specific purpose for communicating with a specific audience. IT
 - c. Identify questions and strategies for improving drafts in writing conferences with others.
 - d. Given a writing assignment to be completed in a limited amount of time, produce a well-developed, well-organized, and effective response in correct English and an appropriate voice.
 - e. Know the parts of a business and personal letter and be able to write letters in proper form.
- B.6.3. Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.
- a. Understand the function of words, phrases, and clauses in a sentence and use them effectively, including relative pronouns, and comparative adjectives.
 - b. Use correct tenses to indicate the relative order of events.
 - c. Understand and employ principles of agreement, including subject-verb and pronoun-noun.
 - d. Punctuate compound and complex sentences correctly.
 - e. Employ the conventions of capitalization.
 - f. Spell frequently used words correctly and use effective strategies for spelling unfamiliar words correctly.

GOAL C - ORAL LANGUAGE

Listen to understand and will speak clearly and effectively for diverse purposes, including the sharing of God's word.

- C.6.1. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.
- a. Share brief impromptu remarks about topics of interest to oneself and others. RE
 - b. Speaking from notes or an outline, relate an experience in descriptive detail, with a sense of timing and decorum appropriate to the occasion.
 - c. Perform expressive oral readings of prose, poetry, and drama.
 - d. Prepare and conduct interviews. SS
 - e. Present a coherent report on differing viewpoints on an issue and organizing the presentation in a manner appropriate to the audience. RE, SS
 - f. Differentiate between formal and informal contexts and employ appropriate eye contact and style of speaking, adjusting language, rate, and volume according to audience and purpose.
 - g. Observe the appropriate etiquette when expressing thanks and receiving praise. RE
- C.6.2. Listen to and comprehend oral communications.
- a. Apply the rules of good listening as part of an audience. RE
 - b. Summarize and explain the information conveyed in an oral communication, accounting for the key ideas and relationship of parts to the whole.
 - c. Distinguish among purposes for listening, such as gaining information or being entertained, and take notes as appropriate.
 - d. Recall significant details and sequence accurately.
 - e. Follow a speaker's argument and represent it in notes.

- C.6.3. Participate effectively in discussion.
- Participate in discussion by listening attentively, demonstrating respect for the opinions of others, and responding responsibly and courteously to the remarks of others. RE
 - Explain opinions by citing evidence and referring to sources. RE, SS
 - Evaluate the stated ideas and opinions of others, seeking clarification through questions. RE, SS
 - Invite ideas and opinions of others into the discussion, responding clearly and tactfully to questions and comments. RE, SS
 - Accept and use helpful criticism. RE
 - Establish and maintain an open mind when listening to others' ideas and opinions. RE, SS
 - Summarize the main points of a discussion, orally and in writing, specifying areas of agreement and disagreement. SS
 - Display and maintain facial expressions, body language, and other response cues that indicate respect for the speaker and attention to the discussion.
 - Attend to the content of discussion rather than the speaker.
 - Participate in discussion without dominating.
 - Distinguish between supported and unsupported statements.

GOAL D - LANGUAGE

Apply knowledge of the nature, grammar, and variations of American English.

- D.6.1. Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.
- Consult dictionaries, thesauruses, handbooks, and grammar texts when choosing words, phrases, and expressions for use in oral and written presentations.
 - Explain how writers and speakers choose words and use figurative language including similes, onomatopoeia, metaphors, alliteration, personification, hyperbole, and cliché to achieve specific effects.
 - Choose words purposefully and evaluate the use of words in communications designed to inform, explain, and persuade.
- D.6.2. Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.
- Describe how American English is used in various public and private contexts, such as school, home, and work. SS
 - Make appropriate choices when speaking and writing, such as formal or informal language, considering the purpose and context of the communication. SS
 - Evaluate how audience and context affect the selection and use of words and phrases, including technical terms, slang, and jargon.

GOAL E - MEDIA AND TECHNOLOGY

Use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; to entertain and be entertained and to share the values and teachings of the Catholic Church.

- E.6.1. Use computers to acquire, organize, analyze, and communicate information. IT
- Demonstrate efficient word-processing skills.
 - Construct and use simple databases.
 - Use manuals and on-screen help in connection with computer applications.
 - Perform basic computer operations on various platforms.
 - Collect information from various on-line sources, such as web pages, news groups, and list-serves.
- E.6.2. Make informed judgments about media and products. IT
- Recognize common structural features found in print and broadcast advertising. AR
 - Identify and explain the use of stereotypes evident in various media.
 - Compare the effect of particular symbols and images seen in various media. (AR)
 - Develop criteria for selecting or avoiding specific broadcast programs and periodicals.

- E.6.3. Create media products appropriate to audience and purpose. IT
 - a. Write informational articles that target audiences of a variety of publications.
- E.6.4. Demonstrate a working knowledge of media production and distribution. IT
 - a. Analyze how messages may be affected by financial factors such as sponsorship.
 - b. Identify advertising strategies and techniques aimed at pre-teens and teenagers. AR

GOAL F - RESEARCH AND INQUIRY

Locate, use, and communicate information from a variety of print and nonprint materials.

- F.6.1. Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate findings.
 - a. Formulate research questions and focus investigation on relevant and accessible sources of information. SS, SC
 - b. Develop a personal study plan for time management to complete a long-term project. SS, SC
 - c. Use multiple sources to identify and locate information pertinent to research including encyclopedias, almanacs, dictionaries, library catalogs, indexes to periodicals, and various electronic search engines. IT, SS, SC
 - d. Conduct interviews, field studies, and/or experiments and use specialized resources (such as almanacs, fact books, pamphlets, and technical manuals) when appropriate to an investigation. IT, SS, SC
 - e. Compile, organize, and evaluate information, taking notes that record and summarize what has been learned and extending the investigation to other sources. IT, SS, SC
 - f. Review and evaluate the usefulness of information gathered in an investigation. SS, SC
 - g. Produce an organized written and/or oral report that presents and reflects on findings, draws sound conclusions, adheres to the conventions and gives proper credit to sources. IT, SS, SC

Note – *Numeric order for the K-8 grade level goals listed in this document aligns with the WI State Academic Standards. Not all grades include each standard sub-category (as indicated by gaps in the numbering system). However, all K-4 goals and 5-8 goals are appropriately addressed by the end of fourth and eighth grades.*

These grade level performance standards are listed developmentally. However, each school is uniquely organized. Therefore, a specific grade level standard may not be addressed at the grade indicated, but will be addressed within a 4 year time span (K-4, 5-8).

Much of what we expect students to be able to do at the end of their formal education is introduced as early as kindergarten. Students listen, read, speak, write, use language, and enjoy literature at all levels and grades. The difficulty of the materials, the complexity of what students do with them, and the sophistication of their skills change as they grow older. For economy of space, knowledge and skills introduced as standards at the lower levels are not repeated as standards at the upper levels. In practice, teachers build on what students have already achieved at one level to help them meet higher standards at the next level.

Grade Level Performance Standards: Grade Seven

Within our seventh grade reading/language arts curriculum, students will:

GOAL A - READING/ LITERATURE

Read and respond to a wide range of writing to build an understanding of written materials, of themselves, of others, and of their Catholic heritage.

- A.7.1. Use effective reading strategies to achieve their purposes in reading.
 - a. Increase vocabulary through the study of multiple meanings, context clues, and word structure.
 - b. Use knowledge of sentence and word structure, word origins, visual images, and context clues to understand unfamiliar words and clarify passages of text.
 - c. Use knowledge of the visual features of texts, such as headings and bold face print, and structures of texts, such as chronology and cause-and-effect, as aids to comprehension. IT
 - d. Establish purposeful reading and writing habits by using texts to find information, gain understanding of diverse viewpoints, make decisions, and enjoy the experience of reading. RE
 - e. Select, summarize, and paraphrase, orally and in writing, passages of texts chosen for specific purposes.
 - f. Identify and use appropriate test-taking skills (multiple choice, true false, short answer).
- A.7.2. Read, interpret, and critically analyze literature.
 - a. Identify the defining features and structure of literary texts, including conflict, characterization, plot structure (exposition, rising action, climax, falling action, resolution), and point of view (1st person, 3rd person, omniscient).
 - b. Analyze the effect of characters, plot, setting, mood, language, theme, style, tone, purpose, and point of view on the overall impact of literature.
 - c. Draw on a broad base of knowledge about the genres of literature, including the structure and conventions of fables, epics, novels, myths, plays, and short stories when interpreting the meaning of a literary work.
 - d. Develop criteria to evaluate literary merit and explain critical opinions about a text orally and in writing. RE
- A.7.3. Read and discuss literary and nonliterary texts in order to understand human experience.
 - a. Provide interpretive responses, orally and in writing, to literary and nonliterary texts representing the diversity of American cultural heritage and cultures of the world. SS
 - b. Identify common historical, social, and cultural themes and issues in literary works and selected passages. SS
 - c. Develop a broad base of knowledge about the themes, ideas, and insights found in literature.
 - d. Evaluate the themes and main ideas of a work considering its audience and purpose.
- A.7.4. Read to acquire information.
 - a. Interpret and use technical resources such as charts, tables, graphs, diagrams, travel schedules, timelines, and manuals. SS, MA
 - b. Compare, contrast, and evaluate the relative accuracy and usefulness of information from different sources.
 - c. Identify and explain main ideas, details, and organization found in a variety of informational passages.
 - d. Distinguish between the facts found in documents, narrative charts, maps, tables, and other sources and the generalizations and interpretations that are drawn from them. SS, MA

GOAL B - WRITING

Write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain, while incorporating Catholic values.

- B.7.1. Create or produce writing to communicate with different audiences for a variety of purposes. RE, SS, SC, MA, IT
 - a. Write a coherent and complete expository piece, with sufficient detail to fulfill its purpose, sufficient evidence to support its assertions, language appropriate for its intended audience, and organization achieved through clear coordination of ideas.

- b. Write a persuasive piece that includes a clear position and a coherent argument with reliable evidence.
 - c. Write a narrative based on experience that uses descriptive language and detail effectively, presents a sequence of events, and reveals a theme.
 - d. Write creative fiction that includes major characters, a coherent plot, effective imagery, descriptive language, and concrete detail.
 - e. Write in a variety of situations and adapt strategies, such as revision, technology, and the use of reference materials.
 - f. Use a variety of writing technologies including pen and paper as well as computers.
 - g. Write for a variety of readers, including peers, teachers and other adults, adapting content, style and structure to audience and situation.
- B.7.2. Plan, revise, edit, and publish clear and effective writing.
- a. Use pre-writing strategies to organize information.
 - b. Produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, content, and tone of successive drafts in order to fulfill a specific purpose for communicating with a specific audience. IT
 - c. Identify questions and strategies for improving drafts in writing conferences with others.
 - d. Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, and effective response in correct English and an appropriate voice.
- B.7.3. Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.
- a. Understand the function of words, phrases, and clauses in a sentence and use them effectively, including coordinate and subordinate conjunctions, and relative pronouns.
 - b. Use correct tenses to indicate the relative order of events.
 - c. Understand and employ principles of agreement, including subject-verb and pronoun-noun.
 - d. Punctuate compound, complex, and compound-complex sentences correctly.
 - e. Employ the conventions of capitalization and punctuation.
 - f. Spell frequently used words correctly and use effective strategies for spelling unfamiliar words correctly.

GOAL C - ORAL LANGUAGE

Listen to understand and will speak clearly and effectively for diverse purposes, including the sharing of God's word.

- C.7.1. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.
- a. Share brief impromptu remarks about topics of interest to oneself and others. RE
 - b. Speaking from notes or an outline, relate an experience in descriptive detail, with a sense of timing and decorum appropriate to the occasion.
 - c. Perform expressive oral readings of prose, poetry, and drama.
 - d. Prepare and conduct interviews. SS
 - e. Differentiate between formal and informal contexts and employ appropriate eye contact and style of speaking, adjusting language, rate, and volume according to audience and purpose.
 - f. Observe the appropriate etiquette when expressing thanks and receiving praise. RE
 - g. Evaluate the reliability of information in a communication using criteria based on prior knowledge of the speaker, the topic and the context and on the analysis of evidence.
 - h. Present a coherent report on differing viewpoints on an issue, evaluating the content of the material presented and organizing the presentation in a manner appropriate to the audience.
- C.7.2. Listen to and comprehend oral communications.
- a. Apply the rules of good listening as part of an audience.
 - b. Summarize and explain the information conveyed in an oral communication, accounting for the key ideas, structure, and relationship of parts to the whole.
 - c. Distinguish among purposes for listening, such as gaining information or being entertained, and take notes as appropriate.
 - d. Recall significant details and sequence accurately.

- e. Evaluate the reliability of information in a communication, using criteria based on prior knowledge of the speaker, the topic and the context, and on analysis of evidence and propaganda devices. SS, RE
- C.7.3. Participate effectively in discussion.
- a. Participate in discussion by listening attentively, demonstrating respect for the opinions of others, and responding responsibly and courteously to the remarks of others. RE
 - b. Explain and advance opinions by citing evidence and referring to sources. RE, SS
 - c. Evaluate the stated ideas and opinions of others, seeking clarification through questions. RE, SS
 - d. Invite ideas and opinions of others into the discussion, responding clearly and tactfully to questions and comments. RE, SS
 - e. Accept and use helpful criticism. RE
 - f. Establish and maintain an open mind when listening to others' ideas and opinions. RE, SS
 - g. Summarize the main points of a discussion, orally and in writing, specifying areas of agreement and disagreement and paraphrasing contributions. RE, SS
 - h. Display and maintain facial expressions, body language, and other response cues that indicate respect for the speaker and attention to the discussion.
 - i. Attend to the content of discussion rather than the speaker.
 - j. Participate in discussion without dominating.
 - k. Distinguish between supported and unsupported statements.

GOAL D - LANGUAGE

Apply knowledge of the nature, grammar, and variations of American English.

- D.7.1. Develop vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.
- a. Consult dictionaries, thesauruses, handbooks, and grammar texts when choosing words, phrases, and expressions for use in oral and written presentations.
 - b. Explain how writers and speakers choose words and use figurative language including alliteration, similes, onomatopoeia, metaphors, personification, hyperbole, cliché, and allusion to achieve specific effects.
 - c. Choose words purposefully and evaluate the use of words in communications designed to inform, explain, and persuade.
- D.7.2. Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.
- a. Describe how American English is used in various public and private contexts, such as school, home and work. SS
 - b. Make appropriate choices when speaking and writing, such as formal or informal language, considering the purpose and context of the communication. SS
 - c. Evaluate how audience and context affect the selection and use of words and phrases, including technical terms, slang, and jargon.

GOAL E - MEDIA AND TECHNOLOGY

Use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; to entertain and be entertained and to share the values and teachings of the Catholic Church.

- E.7.1. Use computers to acquire, organize, analyze, and communicate information. IT
- a. Demonstrate efficient word-processing skills.
 - b. Construct and use simple databases.
 - c. Use manuals and on-screen help in connection with computer applications, pages, and groups.
- E.7.2. Make informed judgments about media and products. IT
- a. Identify and explain the use of stereotypes and biases evident in various media.
 - b. Compare the effect of particular symbols and images seen in various media. AR
 - c. Develop criteria for selecting or avoiding specific broadcast programs and periodicals.

- E.7.3. Create media products appropriate to audience and purpose. IT
 - a. Use desktop publishing to produce products such as brochures and newsletters designed for particular organizations and audiences. AR
- E.7.4. Demonstrate a working knowledge of media production and distribution. IT
 - a. Analyze how messages may be affected by financial factors such as sponsorship.
 - b. Identify advertising strategies and techniques aimed at pre-teens and teenagers. AR

GOAL F - RESEARCH AND INQUIRY

Locate, use, and communicate information from a variety of print and non-print materials.

- F.7.1. Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate findings.
 - a. Develop a personal study plan for time management to complete a long-term project. SS, SC
 - b. Formulate research questions and focus investigation on relevant and accessible sources of information. SS, SC
 - c. Use multiple sources to identify and locate information pertinent to research including encyclopedias, almanacs, dictionaries, library catalogs, indexes to periodicals, and various electronic search engines. SS, SC, IT
 - d. Conduct interviews, field studies, and experiments and use specialized resources (such as almanacs, fact books, pamphlets, and technical manuals) when appropriate to an investigation. SS, SC, IT
 - e. Compile, organize, and evaluate information, taking notes that record and summarize what has been learned and extending the investigation to other sources. SS, SC, IT
 - f. Review and evaluate the usefulness of information gathered in an investigation. SS, SC
 - g. Produce an organized written and oral report that presents and reflects on finding, draws sound conclusion, adheres to the conventions for preparing a manuscript, and gives proper credit to sources. SS, SC, IT

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These grade level performance standards are listed developmentally. However, each school is uniquely organized. Therefore, a specific grade level standard may not be addressed at the grade indicated, but will be addressed within a 4 year time span (K-4, 5-8).

Much of what we expect students to be able to do at the end of their formal education is introduced as early as kindergarten. Students listen, read, speak, write, use language, and enjoy literature at all levels and grades. The difficulty of the materials, the complexity of what students do with them, and the sophistication of their skills change as they grow older. For economy of space, knowledge and skills introduced as standards at the lower levels are not repeated as standards at the upper levels. In practice, teachers build on what students have already achieved at one level to help them meet higher standards at the next level.

Grade Level Performance Standards: Grade Eight

Within our eighth grade reading/language arts curriculum, students will:

GOAL A - READING/ LITERATURE

Read and respond to a wide range of writing to build an understanding of written materials, of themselves, of others, and of their Catholic heritage.

- A.8.1. Use effective reading strategies to achieve their purposes in reading.
 - a. Increase vocabulary through the study of multiple meanings, context clues, and word structure.
 - b. Use knowledge of sentence and word structure, word origins, visual images, and context clues to understand unfamiliar words and clarify passages of text.
 - c. Use knowledge of the visual features of texts, such as headings and boldface print, and structures of texts, such as chronology and cause-and-effect, as aids to comprehension. IT
 - d. Establish purposeful reading and writing habits by using texts to find information, gain understanding of diverse viewpoints, make decisions, and enjoy the experience of reading. RE
 - e. Select, summarize, paraphrase, analyze, and evaluate, orally and in writing, passages of texts chosen for specific purposes.
 - f. Identify and use appropriate test taking skills (multiple choice, true/false, and short answer).
- A.8.2. Read, interpret, and critically analyze literature.
 - a. Identify the defining features and structure of literary texts, including conflict, characterization, plot structure (exposition, rising action, climax, falling action, resolution) and point of view (1st person, 3rd person, omniscient).
 - b. Analyze the effect of characters, plot, setting, language, mood, theme, style, purpose, and point of view on the overall impact of literature.
 - c. Draw on a broad base of knowledge about the genres of literature, including the structure and conventions of essays, epics, fables, myths, plays, poems, short stories, and novels, when interpreting the meaning of a literary work.
 - d. Develop criteria to evaluate literary merit and explain critical opinions about a text, either informally in conversation or formally in a well-organized speech or essay. RE
- A.8.3. Read and discuss literary and nonliterary texts in order to understand human experience.
 - a. Provide interpretive responses, orally and in writing, to literary and nonliterary texts representing the diversity of American cultural heritage and cultures of the world. SS
 - b. Identify common historical, social, and cultural themes and issues in literary works and selected passages. SS
 - c. Draw on a broad base of knowledge about the themes, ideas, and insights found in classical literature while reading, interpreting, and reflecting on contemporary texts.
 - d. Evaluate the themes and main ideas of a work considering its audience and purpose.
- A.8.4. Read to acquire information.
 - a. Interpret and use technical resources such as charts, tables, travel schedules, timelines, and manuals. SS, MA
 - b. Compare, contrast, and evaluate the relative accuracy and usefulness of information from different sources.
 - c. Identify and explain main idea, details, and organization found in a variety of informational passages.
 - d. Distinguish between the facts found in documents, narratives, charts, maps, tables and other sources and the generalizations and interpretations that are drawn from them. SS, MA

GOAL B - WRITING

Write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain, while incorporating Catholic values.

- B.8.1. Create or produce writing to communicate with different audiences for a variety of purposes. RE, SS, SC, MA, IT

- a. Write a coherent and complete expository piece, with sufficient detail to fulfill its purpose, sufficient evidence to support its assertions, language appropriate for its intended audience, and organization achieved through clear coordination and subordination of ideas. IT
 - b. Write a persuasive piece that includes a clear position, a discernible tone, and a coherent argument with reliable evidence. IT
 - c. Write a narrative based on experience that uses descriptive language and detail effectively, presents a sequence of events, and reveals a theme. IT
 - d. Write creative fiction that includes major and minor characters, a coherent plot, effective imagery, descriptive language, and concrete detail. IT
 - e. Write in a variety of situations and adapt strategies, such as revision, technology, and the use of reference materials, to the situation. IT
 - f. Use a variety of writing technologies including pen and paper as well as computers. IT
 - g. Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation.
- B.8.2. Plan, revise, edit, and publish clear and effective writing.
- a. Use pre-writing strategies to organize information.
 - b. Produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, content, and tone of successive drafts in order to fulfill a specific purpose for communicating with a specific audience. IT
 - c. Identify questions and strategies for improving drafts in writing conferences with a teacher.
 - d. Given a writing assignment to be completed in a limited amount of time, produce a well-developed, well-organized, and effective response in correct English and an appropriate voice.
- B.8.3. Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.
- a. Understand the function of words, phrases, and clauses in a sentence and use them effectively, including coordinate and subordinate conjunctions, and relative pronouns.
 - b. Use correct tenses to indicate the relative order of events.
 - c. Understand and employ principles of agreement, including subject-verb and pronoun-noun.
 - d. Punctuate compound, complex, and compound-complex sentences correctly.
 - e. Employ the conventions of capitalization and punctuation.
 - f. Spell frequently used words correctly and use effective strategies for spelling unfamiliar words correctly.

GOAL C - ORAL LANGUAGE

Listen to understand and will speak clearly and effectively for diverse purposes, including the sharing of God's word.

- C.8.1. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.
- a. Share brief impromptu remarks about topics of interest to oneself and others. RE
 - b. Speaking from notes or an outline, relate an experience in descriptive detail, with a sense of timing and decorum appropriate to the occasion.
 - c. Perform expressive oral readings of prose, poetry, and drama.
 - d. Prepare and conduct interviews. SS
 - e. Present a coherent, comprehensive report on differing viewpoints on an issue, evaluating the content of the material presented, and organizing the presentation in a manner appropriate to the audience. RE, SS
 - f. Differentiate between formal and informal contexts and employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose.
 - g. Observe the appropriate etiquette when expressing thanks and receiving praise. RE
- C.8.2. Listen to and comprehend oral communications.
- a. Apply the rules of good listening as part of an audience.
 - b. Summarize and explain the information conveyed in an oral communication, accounting for the key ideas, structure, and relationship of parts to the whole.

- c. Distinguish among purposes for listening, such as gaining information or being entertained, and take notes as appropriate.
 - d. Recall significant details and sequence accurately.
 - e. Follow a speaker's argument and represent it in notes.
 - f. Evaluate the reliability of information in a communication, using criteria based on prior knowledge of the speaker, the topic, and the context, and on analysis of logic, evidence, propaganda devices, and language. SS, RE
- C.8.3. Participate effectively in discussion.
- a. Participate in discussion by listening attentively, demonstrating respect for the opinions of others, and responding responsibly and courteously to the remarks of others. RE
 - b. Explain and advance opinions by citing evidence and referring to sources. RE, SS
 - c. Evaluate the stated ideas and opinions of others, seeking clarification through questions. RE, SS
 - d. Invite ideas and opinions of others into the discussion, responding clearly and tactfully to questions and comments. RE, SS
 - e. Accept and use helpful criticism. RE
 - f. Establish and maintain an open mind when listening to others' ideas and opinions. RE, SS
 - g. Summarize the main points of a discussion, orally and in writing, specifying areas of agreement and disagreement and paraphrasing contributions. RE, SS
 - h. Display and maintain facial expressions, body language, and other response cues that indicate respect for the speaker and attention to the discussion.
 - i. Attend to the content of discussion rather than the speaker.
 - j. Participate in discussion without dominating.
 - k. Distinguish between supported and unsupported statements.

GOAL D - LANGUAGE

Apply knowledge of the nature, grammar, and variations of American English.

- D.8.1. Develop vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.
- a. Consult dictionaries, thesauruses, handbooks, and grammar texts when choosing words, phrases, and expressions for use in oral and written presentations.
 - b. Explain how writers and speakers choose words and use figurative language including similes, onomatopoeia, metaphors, alliteration, personification, hyperbole, cliché, and allusion to achieve specific effects.
 - c. Choose words purposefully and evaluate the use of words in communications designed to inform, explain, and persuade.
- D.8.2. Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in use of English.
- a. Describe how American English is used in various contexts, such as school and home. SS
 - b. Make appropriate choices when speaking and writing, such as formal or informal language, considering the purpose and context of the communication. SS
 - c. Evaluate how audience and context affect the selection and use of words and phrases, including technical terms, slang, and jargon.

GOAL E - MEDIA AND TECHNOLOGY

Use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; to entertain and be entertained and to share the values and teachings of the Catholic Church.

- E.8.1. Use computers to acquire, organize, analyze, and communicate information. IT
- a. Demonstrate efficient word-processing skills.
 - b. Construct and use simple databases.
 - c. Use manuals and on-screen help in connection with computer applications.
 - d. Perform basic computer operations on various platforms.
 - e. Collect information from various on-line sources, such as web pages, news groups, and listserves.

- E.8.2. Make informed judgments about media and products. IT
 - a. Recognize common structural features found in print and broadcast advertising.
 - b. Identify and explain the use of stereotypes and biases evident in various media.
 - c. Compare the effect of particular symbols and images seen in various media. AR
 - d. Develop criteria for selecting or avoiding specific broadcast programs and periodicals.
- E.8.3. Create media products appropriate to audience and purpose. IT
 - a. Write informational articles that target audiences of a variety of publications.
 - b. Use desktop publishing to produce products such as brochures and newsletters designed for particular organizations and audiences. AR
 - c. Create video and audiotapes designed for particular audiences.
- E.8.4. Demonstrate a working knowledge of media production and distribution. IT
 - a. Plan a promotion or campaign that involves broadcast and print media production and distribution. AR
 - b. Analyze how messages may be affected by financial factors such as sponsorship.
 - c. Identify advertising strategies and techniques aimed at teenagers. AR
- E.8.5. Analyze and edit media work as appropriate to audience and purpose. IT
 - a. Revise media productions by adding, deleting, and adjusting the sequence and arrangement of information, images, or other content as necessary to improve focus, clarity, or effect. AR
 - b. Develop criteria for comprehensive feedback on the quality of media work and use it during production.

GOAL F - RESEARCH AND INQUIRY

Locate, use, and communicate information from a variety of print and nonprint materials.

- F.8.1. Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate findings.
 - a. Develop a personal study plan for time management to complete a long-term project. SS, SC
 - b. Formulate research questions and focus investigation on relevant and accessible sources of information. SS, SC
 - c. Use multiple sources to identify and locate information pertinent to research including encyclopedias, almanacs, dictionaries, library catalogs, indexes to periodicals, and various electronic search engines. SS, SC, IT
 - d. Conduct interviews, field studies, and experiments and use specialized resources (such as almanacs, fact books, pamphlets, and technical manuals) when appropriate to an investigation. SS, SC, IT
 - e. Compile, organize, and evaluate information, taking notes that record and summarize what has been learned and extending the investigation to other sources. SS, SC, IT
 - f. Review and evaluate the usefulness of information gathered in an investigation. SS, SC
 - h. Produce an organized written and oral report that presents and reflects on findings, draws sound conclusions, adheres to the conventions for preparing a manuscript, and gives proper credit to sources. SS, SC, IT

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These grade level performance standards are listed developmentally. However, each school is uniquely organized. Therefore, a specific grade level standard may not be addressed at the grade indicated, but will be addressed within a 4 year time span (K-4, 5-8).

Much of what we expect students to be able to do at the end of their formal education is introduced as early as kindergarten. Students listen, read, speak, write, use language, and enjoy literature at all levels and grades. The difficulty of the materials, the complexity of what students do with them, and the sophistication of their skills change as they grow older. For economy of space, knowledge and skills introduced as standards at the lower levels are not repeated as standards at the upper levels. In practice, teachers build on what students have already achieved at one level to help them meet higher standards at the next level.